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AUTHOR Daly, Michael J.; Moore, Earl J.
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ABSTRACT

This guide to stress and time management for educators defines stress as a physiological response to the pressures of daily living and differentiates between stress as a motivator and a debilitator. The guide presents stressor inventories for teachers, administrators, and counselors, and outlines a personal behavior contract for implementing change. A social readjustment rating scale is included. The effect of stress on the body and mind is discussed and stress management techniques are described, including stress innoculation procedures. Time management is discussed in terms of planning, setting and prioritizing goals, and identifying activities needed to reach those goals. Lakein's 80/20 rule is discussed. The guide closes with a discussion of time wasters and suggestions on using the telephone, managing visitors, attending meetings, paperwork, protected time, and saving time. The four appendices contain worksheets and examples including a time analysis worksheet, daily time log, weekly task plan, and time action plan. (JAC)

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STRESS AND TIME MANAGEMENT FOR EDUCATORS

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Contributing Staff:

Michael J. Daly
Earl J. Moore

May, 1980

STRESS AND TIME MANAGEMENT
FOR EDUCATORS

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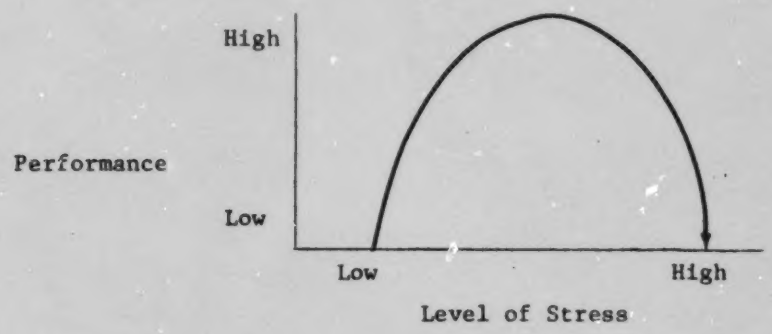
STRESS: WHAT IS IT?

Threats of nuclear war, riots, racial unrest, recession, unemployment, inflation, natural disasters, rising crime rate, and physical illness are only a few of the many incidents that make us painfully aware of our daily encounters with stress. Furthermore, living in a rapidly changing society such as ours can be considered as tantamount to being constantly exposed to a wide variety of stressors. A *stressor* is any internal or external source of stress.

Stress is a physiological response to the pressures of daily living. The root of the word "stress" is "stringere," which means "to bind tightly" or "to compress." Stress is usually associated with other negative or unpleasant emotional states such as frustration, threat, tension, or conflict; nevertheless, some stress is vital to effective living. Stress can be compared to a stringed musical instrument, such as a cello. If the string is too taut, it snaps; but if it is too loose, it won't make music. To demonstrate visually the relationship between stress and performance, study the following diagram:



When the level of stress is very low, the level of performance is also low. When the level of stress is very high, the level of performance is also very low. However, when the level of stress is medium (optimal), the level of performance is highest. This relationship between performance and stress has been replicated in numerous experiments in the psychology of personality. From this we can conclude that a certain amount of stress is necessary for people to function effectively in their environments, but excessive stress is detrimental to performance

and effective living. In manageable degrees, *stress is a motivator*, but in excessive quantity it can be intolerable and will lead to personal discomfort and unhappiness. In the latter instance, *stress is a debilitator*. In some instances the discomfort and unhappiness associated with excessive stress can lead to emotional breakdown and social dysfunction. Within the context of one's occupational pursuits and the work setting, stress is a major cause of unproductivity, turnover, interpersonal conflicts and other job-related problems. This has been found to be true in business, education, industry, the military, and even the medical profession. No job or profession is immune to the great amount of stress that impinges constantly upon its members. Many authorities in the field of stress and coping see a direct relationship between stress and "burnout" or job dissatisfaction. The presence of stress also prevents teachers, counselors and administrators from functioning as effective professional educators.

One of the first things you must determine is whether you are experiencing stress as a *motivator* (optimal level of stress) or a *debilitator* (high level of stress). To help make this determination, ask yourself the following questions: Am I trying to do more and more in less and less time? Do little things irritate me? Do I feel constantly harried or under pressure? Do I have trouble sleeping, and wake up tired and grouchy? Do I worry a lot? Do I frequently snap at those I love? Am I sick frequently? Do I find myself too preoccupied to listen to my students and fellow educators?

If you answered "yes" to even one question, you may be experiencing stress as a debilitator; therefore, it would behoove you to learn some new strategies that will enable you to deal more creatively and effectively with your reaction to stress. Several of these strategies will be explained later in this manual.

Life is full of stressors, such as internal or external pressure to succeed, conflicts with students or peers, unrealistic expectations, too many people to please, future job uncertainty, not enough money, soaring inflation, lack of self-confidence, feelings of inadequacy, fear of failure, and lack of meaning in life. These stressors or sources of stress are characterized by a paradoxical relationship--that is, they are both universal and unique. Stressors are universal

in that everyone experiences stress at some point in his/her life; at the same time, stressors are unique in that they mean different things to different people. Things which stress one person (teaching large classes of students) may not stress another, and things which cause stress at one point in a person's life (lack of financial security) may not at another point in time. A youngster may be anxious when meeting a stranger, but later in life this same person may greatly enjoy meeting new people. Stressors have different meanings to different people at different times in their lives.

The condition of stress invariably arises by excessive, ongoing, persistent, and obstinate demands upon the person. These demands may be internal (e.g., a person demanding that they finish a book by a self-appointed deadline) or external (e.g., an administrator demanding that all staff attend a certain meeting). These demands require some type of response which is typically non-specific in nature. That is, given a demand (stressor), not every person responds in the same fashion, nor is the response a particular, specific response. Instead, it is a general or non-specific arousal. These non-specific responses can be measured or observed in the body (e.g., headache), the emotions (e.g., anger or depression), or in the behavior (e.g., compliance or rebellion). How the responses are manifested is unpredictable. For one person, a particular type of stress may manifest itself in an ulcer, for another, in erratic behavior, or for a third, in depression. Given the intensity or excessiveness of the stress, a person must attempt to cope with it in some way. The stress cannot be ignored, and if it is, an individual's general level of functioning will continue to decline. Most often the individual attempts to cope with stress by one of three approaches:

1. *Direct action.* A direct attempt is made to remove the cause of the stress--e.g., to remove the stressor or control the environment. For example, a student continues to disrupt the class and the teacher sends the student to see the principal or school counselor. This is acting directly upon the environments.
2. *Defensive behaviors.* These behaviors are utilized to reduce the effects or unpleasantness of the stressor. Some common defensive behaviors are denial, intellectualization, and repression. Using the same example, this teacher may ignore the disruptive student or deny to himself that the student is a problem.

3. *Cognitive restructuring*. This approach attempts to reformulate or redefine the circumstances in which the stress is present, or change one's attitude about. This individual may relabel the student's disruptive behavior as hyperactivity or attention-seeking behavior.

The various dimensions of stress are diagrammed in the following illustration.

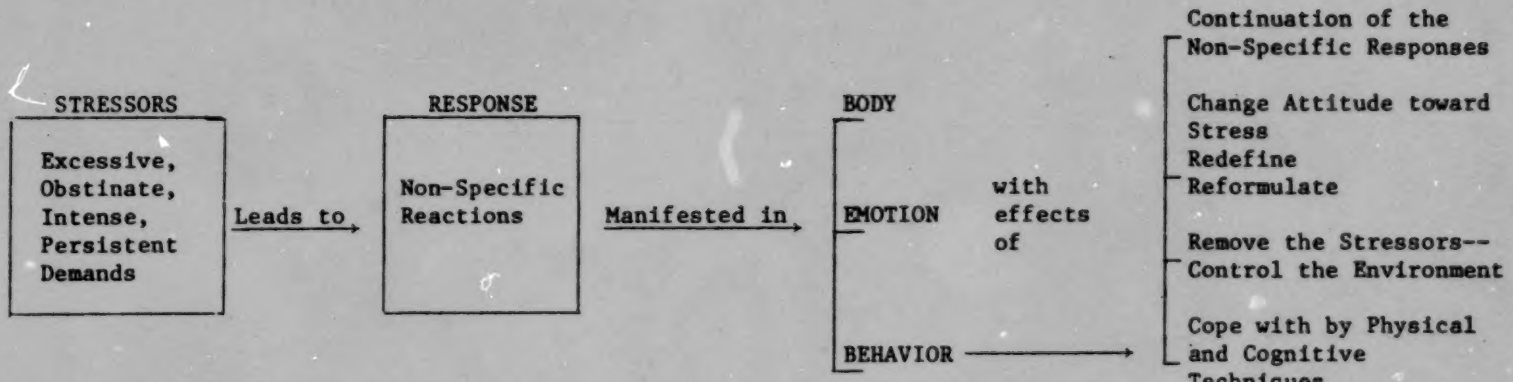
A stressor is neutral in and of itself. Our perceptions of it--based on our personal beliefs, values, attitudes, and assumptions--are what give it positive or negative power over our lives. As the ancient stoic philosopher Epicetus once said, "People are not disturbed [stressed] by incidents and events [stressors] in life but by their view [perception] of the events." Take, for instance, Ms. Jones who is immersed in grading test papers. She glances up at the clock and discovers it is 3:15. The time of 3:15 is neutral in and of itself, but when she suddenly remembers that she had a parent conference scheduled at 3:00 in the school gym and now she realizes that she is 15 minutes late, she becomes greatly disturbed. The particular hour of the day means nothing until you apply this teacher's perception to it. Her perception of it determined her response. An easy way to conceptualize this is by using the A-B-C theory of emotional arousal. *A* is an activating event (the time of 3:15), *C* is the emotional consequence (panic, embarrassment), and *B* is the belief system ("It's 3:15. Oh, no, I missed the meeting; how horrible of me!"). Most people would say that *A* causes *C* (the time caused the feelings of panic), but this theory states that the cause of the feeling is *B* (the person's perception of the event). In other words, the individual's response is filtered through her perceptions. This can be diagrammed as follows:

(activating event) (perception, belief) (emotional response)

The idea of stressors being neutral is important to remember, especially when we discuss different strategies for effectively managing stress.

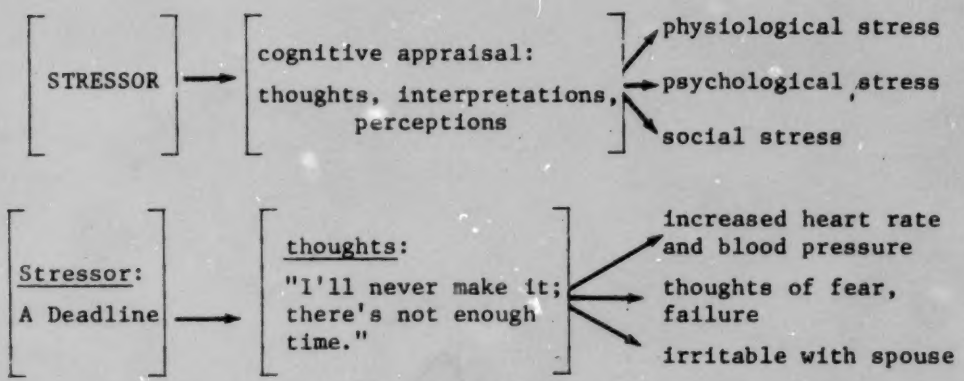
In the professional literature on stress there has been a tendency to distinguish three basic types of stress:

The Dimensions of Stress



1. *Physiological stress* - manifested in the body as increased heart rate, tenseness in the stomach, sweaty palms, and perspiration.
2. *Psychological stress* - manifested in the thinking (cognitive) processes as anxiety engendering thoughts and negative self-talk.
3. *Social stress* - manifested in the disruption of a social unit or system, as in divorce.

Most authorities on stress believe that these three types of stress are related. The most common factor present in all types of stress is the cognitive appraisal of the stressor. In other words, the thoughts an individual thinks are mediators between the stressor and the increased level of stress. The following illustration demonstrates this:



Some measure of physiological arousal also accompanies the cognitive appraisal. Since each type of stress is composed of two major components: 1) physiological arousal (e.g., increased heart rate and 2) cognitive appraisal (anxiety engendering thoguhts), this manual on creative stress management will focus on techniques to help you control and manage both of these components. To cope with the physiological arousal, you will learn deep muscle relaxation. To control the cognitive aspect you will learn a technique called "stress-innoculation," which is a method for controlling your thoughts.

People experiencing excessive stress usually feel pressured and trapped. They are aware of no alternatives to their self-defeating responses. In order to change their behavior and thereby reduce their stress level, people must learn that they do have choices, and that they create their own world by the choices they make. Stress reactions

are usually the result of habitual responses to certain circumstances. This is the vicious cycle syndrome. However, it is possible to break that cycle associated with stress habits by consciously making different choices. In other words, the habitually stressed individual must learn new ways to manage the stressors in both their private and professional life.

To summarize, it is important for you, the professional educator, to remember the following points from this unit:

- A stressor is any internal or external source of stress.
- Too much or too little stress impair performance, but an optimal level of stress maximizes performance.
- Stress can function both as a *motivator* and/or as a *debilitator*.
- The conditions of stress invariably arise by excessive, ongoing, persistent, and obstinate demands upon the person. These demands can be either internal or external.
- Most people cope with stress by using direct action, defensive behaviors, or cognitive restructuring.
- A stressor is neutral. Our perceptions of it--based on our personal beliefs, values, attitudes, and assumptions--are what give it positive or negative power over lives.
- Stress is mediated through our thinking processes (cognitive appraisals).
- The two major components of stress are the physiological arousal and a cognitive appraisal.
- The habitual nature of stress reactions can be broken by consciously making different choices through learning new coping techniques.

STRESS IN THE SCHOOL SETTING

Stress Inventories for Educators

There are many categories of stress and stressors within your school system. Some of these relate to student behavior, some are related to fellow educators who are "stress carriers," and some are embedded in the structure of the system itself. There are many demands--persistent, intense, and excessive--upon you as an educator. Nevertheless, whatever the stressor and no matter how intense it may be, there will be some that you can control and/or manage and some that you cannot. The goal for this unit is to identify as clearly as possible

the stressors in your work setting, estimate which ones can be managed more effectively, and develop a plan of action for either reducing their effects or in some cases actually removing them.

To help you identify the stressors in your respective work settings, *The Stressor Inventory* has been developed. This check list of stressors was compiled from the suggestions of numerous educators with experience at both the elementary and secondary levels. Complete the inventory by checking off the stressors you feel are present in your school and which ones affect you personally. Estimate whether the stress *can* be controlled and changed, *can possibly* be controlled or changed, or absolutely *cannot* be changed. On the inside column indicate whether the particular stressor rates high (H), medium (M), or low (L) to you personally, by circling H, M, or L.

The Stressor Inventory lays the foundation for the rest of this manual. The stressors that you can change through direct action will become the objective of a specific behavioral contract in which you develop a specific plan to deal with each one individually. The stressors that you have no control over will become cues for you to utilize the coping strategies of relaxation and "stress-innoculation." You will want to concentrate most of your attention initially on the stressors that rate as high or medium, since these are most debilitating to you. As you become more aware of the specific stressors that are interfering with your personal effectiveness, you will be in a better position to either change your environment (by dealing directly with the stressor) or implement a coping strategy to adapt to it.

Transition Events--Social Readjustment Rating Scale

Following *The Stressor Inventory* is another inventory for measuring the effects of stress: *The Social Adjustment Scale*. This instrument deals with transitional events in the life of adults because those events which are identified are highly correlated with high levels of stress and physical illness. This inventory should help to increase your awareness of the relationship between psychsocial stressors and sickness. These transitional events also compound and intensify the effects of the stressors that you have identified in *The Stressor Inventory*.

STRESSOR INVENTORY FOR TEACHERS

TEACHERS: Frequently Mentioned Stressors	Rate Stressor Circle one: High (H) Medium (M) Low (L)	Can Control or Change	Maybe Can Control or Change	Cannot Control or Change
1. Student misbehavior	H M L			
2. Demands of administrators	H M L			
3. Calls from irate parents	H M L			
4. Job insecurity	H M L			
5. Disciplining students	H M L			
6. Individual educational plans (IEP's)	H M L			
7. Too much paperwork	H M L			
8. Not being consulted about projects that will involve my time	H M L			
9. Reporting child abuse	H M L			
10. Feeling powerless	H M L			
11. Time to complete my goals	H M L			
12. Intra-school politics	H M L			
13. Classroom visitors	H M L			
14. Lack of helpful supervision	H M L			
15. Resistant students	H M L			
16. Administrator policy shifts	H M L			
17. Time for class preparation	H M L			
18. Adjusting to curriculum changes	H M L			
19. Fellow teacher who is unfair or cruel to students	H M L			
20. Knowing a student's problem but not being able to help alleviate it	H M L			

TEACHERS: Frequently Mentioned Stressors	Rate Stressor Circle one: High (H) Medium (M) Low (L)	Can Control or Change	Maybe Can Control or Change	Cannot Control or Change
21. Sexual harassment	H M L			
22. Administrators' expectations not clear	H M L			
23. Responsibilities without support from administrator	H M L			
24. Dealing with drug users	H M L			
25. Observation and evaluation by administrator	H M L			
26. Lack of input into curriculum decisions	H M L			
27. Policies concerning problem students	H M L			
28. Community expectations and pressure	H M L			
29. PTA meetings	H M L			
30. Poor faculty attitudes	H M L			
31.	H M L			
32.	H M L			
33.	H M L			
34.	H M L			
35.	H M L			
36.	H M L			
37.	H M L			
38.	H M L			
39.	H M L			
40.	H M L			

STRESSOR INVENTORY FOR ADMINISTRATORS

Administrators: Frequently Mentioned Stressors	Rate Stressor Circle one: High (H) Medium (M) Low (L)	Can Control or Change	Maybe Can Control or Change	Cannot Control or Change
1. Calls from irate parents	H M L			
2. Deadlines	H M L			
3. Scheduling	H M L			
4. Community group requests	H M L			
5. Budgeting	H M L			
6. Teacher evaluation	H M L			
7. Disciplining students	H M L			
8. Reporting child abuse	H M L			
9. Individual educational plans (IEP's)	H M L			
10. Lack of faculty "spirit" and commitment	H M L			
11. School visitors	H M L			
12. Conducting faculty meetings	H M L			
13. Too much paperwork	H M L			
14. Dealing with drug problems	H M L			
15. Complaints about sexist policies	H M L			
16. State Department of Education review	H M L			
17. Community expectations and pressure	H M L			
18. Too many students	H M L			
19. Policies concerning problem students	H M L			
20. Parent conferences	H M L			

Administrators: Frequently Mentioned Stressors	Rate Stressor Circle one: High (H) Medium (M) Low (L)	Can Control or Change	Maybe Can Control or Change	Cannot Control or Change
21. Too many meetings	H M L			
22. Confronting poor teachers	H M L			
23. Teacher hiring/recruitment	H M L			
24. Student protests	H M L			
25. PTA meetings	H M L			
26. Transportation, e.g., buses	H M L			
27. Demands of athletic program	H M L			
28. Time to complete my goals	H M L			
29. Contacts with the School Board	H M L			
30. Teacher complaints	H M L			
31.	H M L			
32.	H M L			
33.	H M L			
34.	H M L			
35.	H M L			
36.	H M L			
37.	H M L			
38.	H M L			
39.	H M L			
40.	H M L			

STRESSOR INVENTORY FOR COUNSELORS

Counselors: Frequently Mentioned Stressors	Rate Stressor Circle one: High (H) Medium (M) Low (L)	Can Control or Change	Maybe Can Control or Change	Cannot Control or Change
1. Too much paper work	H M L			
2. Reporting child abuse	H M L			
3. Dealing with drug problems	H M L			
4. Calls from irate parents	H M L			
5. Too many meetings	H M L			
6. Individual education plans (IEPs)	H M L			
7. Policies concerning problem students	H M L			
8. Time to complete my goals	H M L			
9. Poor faculty attitudes	H M L			
10. Responsibities without support from administrator	H M L			
11. Knowing a student's problem but not being able to help alleviate it	H M L			
12. Disciplining students	H M L			
13. Demands of administrators	H M L			
14. Fellow educator who is unfair or cruel to students	H M L			
15. Parent conferences	H M L			
16. Community group requests	H M L			
17. Testing program	H M L			
18. Student waiting list for counseling	H M L			
19. Referring students for mental health services	H M L			

Counselors: Frequently Mentioned Stressors	Rate Stressor Circle one: High (H) Medium (M) Low (L)	Can Control or Change	Maybe Can Control or Change	Cannot Control or Change
20. Scheduling	H M L			
21. Consulting with resistant teachers	H M L			
22. Inquiries about school program	H M L			
23. Budgeting	H M L			
24. Difficulty attending professional meeting/workshops	H M L			
25. Before and after school time demands	H M L			
26. Lack of respect from other educators	H M L			
27. Lack of clerical support	H M L			
28. Not being consulted about projects that will involve my time	H M L			
29. Transferring students	H M L			
30. Record keeping	H M L			
31.	H M L			
32.	H M L			
33.	H M L			
34.	H M L			
35.	H M L			
36.	H M L			
37.	H M L			
38.	H M L			
39.	H M L			
40.	H M L			

Transitional Events for Adults

Not all turning points or role changes are traumatic. Some may be made so smoothly that the individual is hardly aware of them. Only those life events that are "off time" are seriously disturbing to most people. Nonetheless, even positive changes may entail a strain that takes its toll.

Holmes and Rahe (1967) define stress as "those life events which require adjustment on the part of the individual." Their *Social Readjustment Rating Scale* assigns numerical weights to different types of changes. The person who has a high total score at the end of a given year is more likely to experience physical or psychological illness than is a person with a low score--though ability to cope with stress may vary from one individual to another, depending both on innate capability and on prior learning. The following activity is designed to give you a clearer understanding of stress resulting from transitional events.

1. Complete the *Social Readjustment Rating Scale* by checking those life events that you have experienced over the past year. Add the mean (average) values of each event checked to get your total score.
2. Do any of the life events listed--such as marriage, pregnancy, change to a different line of work, change in residence--entail both positive and negative aspects?
3. Can you suggest any other life events that might be added to the list?

A Personal Behavior Contract for Implementing Change

Upon completion of *The Stressor Inventory* your next task is one of planning to reduce or remove some of the stressors in your school. This will involve the actual development of a personal behavioral contract *with yourself* to initiate direct action against the stressors that you have some control over. In implementing this contract, you must move from the general, hazy, nonspecific stressors you identified in the inventory to concrete, observable, and specific ones in your work setting. The following contract will help guide you to consider the following seven dimensions of the stress removal planning task:

SOCIAL READJUSTMENT RATING SCALE

Rank	Life Event	Mean Value	Your Mean Value
1	Death of a spouse	100	
2	Divorce	73	
3	Marital separation	65	
4	Jail term	63	
5	Death of close family member	63	
6	Personal injury or illness	53	
7	Marriage	50	
8	Fired at work	47	
9	Marital reconciliation	45	
10	Retirement	45	
11	Change in health of family member	44	
12	Pregnancy	40	
13	Sex difficulties	39	
14	Gain of new family member	39	
15	Business readjustment	39	
16	Change in financial state	38	
17	Death of close friend	37	
18	Change to different line of work	36	
19	Change in number of arguments with spouse	35	
20	Mortgage over $10,000	31	
21	Foreclosure of mortgage or loan	30	
22	Change in responsibilities at work	29	
23	Son or daughter leaving home	29	
24	Trouble with in-laws	29	
25	Outstanding personal achievement	28	
26	Spouse begins or stops work	26	
27	Begin or end school	26	
28	Change in living conditions	25	
29	Revision of personal habits	24	
30	Trouble with boss	23	
31	Change in work hours or conditions	20	
32	Change in residence	20	
33	Change in schools	20	
34	Change in recreation	19	
35	Change in church activities	19	
36	Change in social activities	18	
37	Mortgage or loan less than $10,000	17	
38	Change in sleeping habits	16	
39	Change in number of family get-togethers	15	
40	Change in eating habits	15	
41	Vacation	13	
42	Christmas	12	
43	Minor violations of the law	11	

1. Identify the specific stressor(s) and what is to be done about it/them.
2. Define the actions or steps about how to deal with it/them.
3. Indicate why the stressor(s) should be managed or controlled.
4. List barriers and obstacles to managing or controlling it/them.
5. Set a completion date and sign it.
6. Anticipate possibilities for revision or modification in the future.
7. Designate a reinforcer (reward).

A sample contract is completed for illustration. After familiarizing yourself with the contract, choose a stressor in your environment that you can control and then draw up your own contract. Be careful to review your contract to be sure it includes: a clear delineation and identification of stressor(s); clear delineation of actions to be taken; resources available to deal with the stressor(s); attitudes toward the stressor(s); actions already attempted; barriers--real or imagined; involvement of others; consequences of the action--anticipated and unanticipated; and feelings, egos, emotions, and relationships involved.

STRESS AND YOUR BODY

Physical Relaxation Experience

Stress is a physiological response that manifests itself differently in different people. It could be experienced as a tightness in the stomach, rapid heart beating, "butterflies," trembling, cold fingers, or general nervousness. Regardless of the symptoms, there is a strong bodily component that is always involved. Since many of your stressors are not directly under your control, you will have to learn techniques that will help you adapt (cope) to the stressful situation. A helpful method, directed to the bodily component of stress is deep muscle relaxation.

Physical relaxation is one of the many techniques available to help deal with stress. When the human body experiences stress or tension for an excessive length of time, debilitation results. In some rare instances, actual tissue damage (e.g., an ulcer) is the result. Physical relaxation enables the body to rejuvenate itself and return to

SAMPLE:

PERSONAL BEHAVIORAL CONTRACT FOR IMPLEMENTING CHANGE

Stressor and Goal	Action to be Taken
1. The stressor is an unexpected phone call from an angry parent. My goal is to be able to respond in a rational and calm manner.	1. As soon as I realize an incoming call is from an angry parent I will take a few deep breaths to relax myself physically. 2. I will also try to focus on the parent's complaint, not how upset I am getting. I will stay "task oriented."

Reasons for the Action

1. Because I am tired of over-reacting to irate parents.

Barriers/Obstacles to the Goal

1. My fear of conflict.
2. My lack of stress-reduction skills.

Revision Possibilities

1. After successfully achieving this goal I will then focus on another stressor that I have trouble with.

Reinforcers

1. If I deal rationally with the next phone call I will reward myself with a good movie this weekend; if I fail I will go without a coffee break for the next 3 days.

Name: John Doe

Completion Date: 6-20-81

PERSONAL BEHAVIORAL CONTRACT FOR IMPLEMENTING CHANGE

Stressor and Goal	Action to be Taken
Reasons for the Action	
Barriers/Obstacles to the Goal	
Revision Possibilities	
Reinforcers	

Name: _____ Completion Date: _____

an optimum level of functioning. Over forty years ago, Edmund Jacobson, a physician and researcher, reasoned that if anxiety involves muscular tension, then removing the muscular tension would eliminate the anxiety. He developed a method of "progressive relaxation." It was very effective but since it required 56 training sessions, it wasn't very practical.

There is, however, a physical (deep muscle) relaxation technique that is easily learned and lends itself to use at one's work setting. It is, in fact, currently being used by many professionals as a means of coping with demanding work situations. It has also been demonstrated as useful with agitated clients.

Drawing from, and adapting the work of Herbert Benson and others, the physical (deep muscle) relaxation experience described below consists of some preconditions, some suggestions and the actual procedure.

Pre-Conditions

Quiet Environment. The physical setting in which the experience will take place should be calm, quiet and with as few distractions as possible. This necessitates selecting a period of time for the exercise in which you are not to be disturbed by telephone calls, co-workers, clients, etc. Take your time when beginning; it may even be helpful to dim the lights.

Comfortable Position. This is extremely important so that there is no unncessary muscle tension. Settle into position slowly and try to "center" yourself so that your weight is evenly distributed. Whether you are in a chair, in bed, or on the floor, does not make a great deal of difference. There may, however, be a tendency to doze off if you are lying down.

Mental Awareness. An objective of the experience is to bring your physical body in tune with your mental self. This is accomplished by establishing the intent to remain aware of the bodily sensations as you proceed through the experience. The awareness is not achieved by a "forcing" or intense concentration, but rather by a

somewhat passive process in which you allow yourself to experience the sensations within your body.

Suggestions

There are a number of tips that will enhance the experience. For example, one should specifically focus on:

- feeling the tension building up
- noticing the muscle getting tighter and tighter
- studying the tension in each muscle
- noticing what it feels like to be tense
- feel how the muscle pulls and strains
- releasing the tenseness quickly.

During the process of relaxation, there are some phrases that are helpful to repeat to oneself.

"I can feel the warmness in my muscle."

"I feel relaxed after tensing a muscle."

"I can tell the difference between muscle tension and relaxation."

"The tension is flowing out of my body."

"Let go, be relaxed, feel warm, calmness is coming, rest is peaceful, etc."

Procedures

1. Do the exercise slowly and plan to spend about 20-30 minutes in relaxing during any session. Don't begin until settled into the comfortable position.
2. Establish a breathing rhythm and begin by taking deep, even breaths. Actually feel the air moving into the lungs and spreading oxygen to every part of the body. Think about how, as the air is coming in, that the impurities are leaving the body. Stay with this breathing flow until you are really in touch with it.
3. A series of muscles are going to be tensed and then relaxed. During the tensing phase hold it for a count of 5-7 seconds (count 1, 1001, 1002, etc.). Following the release, again let 5-7 seconds elapse. The relaxation should commence quickly and completely. Each muscle group is to be tensed and relaxed twice. After the total sequence has been completed, go back and tense and relax specific muscles where tension is still felt. When tensing a muscle group, the other muscles should remain relaxed.

4. The muscles are to be tensed and relaxed according to the following order:

   - Dominant hand and forearm (clench fist, hold tight, then release)
   - Dominant bicep
   - Nondominant hand and forearm
   - Nondominant bicep
   - Forehead (raise the eyebrows as far as possible)
   - Both eyes (close very tightly)
   - Mouth and jaws (clench jaws tightly and make an exaggerated smile)
   - Neck and throat (try to touch your chest with the chin while applying)
   - Neck and throat (try to touch your back with your head while applying pressure the opposite way with opposing muscles).

   Totally relax and enjoy for a few minutes. Take a deep breath and hold for seven seconds. Then exhale and enjoy the relaxation. Now proceed to other muscles.

   - Upper back (push the shoulder blades back and try to make them touch)
   - Upper back (push the shoulder blades forward and try to make them touch)
   - Upper back (shrug the shoulders and try to touch your ears with them)
   - Stomach (tighten the muscles)
   - Buttocks (tighten both)
   - Thighs (tighten both)
   - Calves (feet pointed down)
   - Calves (feet pointed up)
   - Feet (pointed out)
   - Feet (pointed in)

As you are moving through the sequence, you might want to speak to yourself and the muscles.

Some people have a little difficulty working their way through the different muscle groups due to boredom or lack of concentration. If you fall into this category, your relaxation training should be supplemented with the use of your imagination. For example, pretend you have a lemon in your hand. Now squeeze it real hard and try to

squeeze all the juice out. For the nose and forehead muscles you could imagine a fly that you are trying to wiggle off. Create your own images for the different muscle groups to enhance the appeal of the relaxation experience. The important point to remember is that stress can be managed quite effectively through the use of relaxation and imagery. You will find as you become more adept at relaxation, that the positive results will generalize to other areas of your life.

Relaxation is a skill that can be learned most effectively through regular daily practice. When you begin your relaxation training it is a good idea to practice two times a day--in the morning and at bedtime. The more you practice the quicker you will be able to relax. As you learn to master the art of relaxation, you will greatly reduce the negative power that uncontrollable stressors hold over your life.

Relaxation Training: A Breathing Exercise

Many times you will be caught off-guard by some unexpected stressor (e.g., an unexpected visit by the Principal in your class). An effective method for coping with this type of stress is to take a few deep breaths. Breathe in slowly and deeply and exhale very slowly. This can help to reduce anxiety fairly rapidly. Although the results are only temporary, it can give you an opportunity to compose yourself. With a little practice you can learn to breathe deeply in stressful situations without calling any attention to yourself.

A more formalized exercise in deep breathing is detailed here for your practice.

This breathing exercise can be used alone or preceding deep muscle relaxation or imagery techniques. Following are the instructions.

You will be breathing in to a count of 2, holding your breath in your lungs to a count of 2, then exhaling through your nose to a count of 4 and holding to a count of 4, then starting the cycle again. So, to summarize, the technique is to inhale and hold to a count and then to exhale and to hold twice that count. The numbering will go from 2 and 4 to 3 and 6 to 4 and 8, etc. In the beginning, however, we will go from 2 and 4 to 3 and 6. Holding to longer counts takes more practice.

"OK, let's practice. Close your eyes for the best effect, but it is not absolutely necessary. Take a couple of deep breaths now. OK, now:

Repeat about 10 times keeping a steady pace.	BREATHE IN:	1-2
	HOLD:	1-2
	BREATHE OUT:	1-2-3-4
	HOLD:	1-2-3-4
Repeat about 10 times keeping a steady pace."	BREATHE IN:	1-2-3
	HOLD:	1-2-3
	BREATHE OUT:	1-2-3-4-5-6
	HOLD:	1-2-3-4-5-6

"Now you continue counting in your head for a couple of more minutes."

"Now stop counting and begin your normal breathing rate and very slowly open your eyes paying attention to how you feel. Are you feeling somewhat more relaxed? As you do this on a regular basis, like once a day for 10-15 minutes, your lung capacity will grow and it becomes more relaxing."

Remember, as your breathing program progresses and you wish to increase your control and power, an increase in the inhale count requires a doubling of that count in the exhale process.

Additional Reading. Two well known spokespersons for relaxation are Edmund Jacobson and Herbert Benson. Pioneer work in relaxation was done by Jacobson and he has written several books about it. Benson is a well known contemporary expert and his book has been widely read and quoted. Bernstein and Borkovek have published an excellent manual for relaxation which is accompanied with a recording of instructions.

Benson, Herbert, *The Relaxation Response*, Wm. Morrow and Co., Inc., New York, 1975.

Bernstein, D. A. and Borkovek, T. D., *Progressive Relaxation Training*, Research Press, Champaign, Ill., 1973.

Jacobson, Edmund, *Tension Control for Businessmen*, McGraw-Hill Co., New York, 1963.

STRESS AND YOUR MIND

The most important component of stress is the cognitive appraisal. By cognitive is meant the thoughts and images that accompany the bodily arousal associated with stress. These anxiety engendering thoughts are also referred to as self-talk, self-statements, or simply "the things we tell ourselves." Everyone talks to him/herself via an internal dialogue. We are constantly thinking, evaluating, deciding, questioning, planning, daydreaming, and fretting with ourselves through our own private, internal communication system (our self-talk). Our internal dialogue can be our greatest asset or liability, depending how we use it. In the case of stress, our self-talk can be used to maintain or lower our stress level.

Stress Innoculation

A cognitive technique has been developed (Meichenbaum, 1977) to control and cope with stress. It is called "stress-innoculation." This method is most effectively used with stressors over which you have no control. This approach emphasizes the relationship between our internal self-statements and our feelings/behavior. It further states that if a person learns to control their self-statements, they will be able to manage the stresses and pressures associated with living in our modern and rapidly changing society.

Stress-innoculation has also been referred to as self-instructional training. Its focus is on your internal self-statements and this procedure is designed to help you covertly (privately) instruct yourself through a stressful situation. The underlying assumption of this approach is that when people are under stress they have a tendency to selectively "tune-out" the environment and "tune-in" too closely to themselves. In other words, the individual under stress becomes overly preoccupied with themselves--the person becomes "self-oriented" rather than "task oriented." This "self-oriented" response to stress reduces the individual's effectiveness in dealing with the stressful situation. Self-instructional training teaches the individual experiencing stress to stay task oriented.

The stress innoculation procedure is broken down into four stages of dealing with a stressor.

Stage I: *Preparing for a Stressor*

Stage II: *Confronting and Handling a Stressor*

Stage III: *Coping with the Feeling of Being Overwhelmed by the Stressor*

Stage IV: *Reinforcing Self-Statements*

This procedure is a self-help approach that has proven to be highly effective with a wide range of stressors. It is a technique that you can apply to yourself in the privacy of your own mind. As the name implies, it is a method by which you silently instruct yourself through a stressful situation and remain task oriented instead of panicking and overreacting. Let's examine each stage separately:

I. *Preparing*. This stage is characterized by rationally preparing yourself to face the stressor. This can be done by saying something to yourself like "What is it I have to do?" or "What do I really want to accomplish in this situation?"

II. *Confronting*. This stage is characterized by "psyching yourself up." This can be accomplished by a self-statement similar to "One step at a time: you can handle this situation" or "Relax, you're in control. Take a slow deep breath."

III. *Coping*. This stage is designed to counter any possible self-doubts that may arise. This can be done by saying something like "Keep the focus on the present; what is it you have to do.", or "What do you really want to accomplish right now."

IV. *Reinforcing*. This stage is the most important of all--a reinforcing self-statement. This is giving a compliment to yourself for dealing with the situation effectively. An example would be--"it worked; you did it" or "good job, you did it."

The way this procedure is implemented depends on the individual and the particular stressor. However, it is important for you to be

aware of how stress manifests itself in your body. Does your heart rate increase? Do you get butterflies in your stomache? Do you perspire? As was mentioned earlier, each individual responds to stress in a highly individualistic manner. For you to discover your particular stress response you will have to examine and monitor yourself for a few days. If you are really serious, you could keep a journal or log and look for patterns. What usually happens is that once an individual reacts to stress physiologically, they maintain or compound the problem through anxious, runaway thoughts. These two aspects--physical and thinking--are closely related and activated almost instantaneously. YOU have to break the cycle by: 1) becoming aware of your bodily response, and 2) generating self-instructional self-statements instead of worrisome thoughts. Through practice you can become highly sensitive to the signals your body is sending you concerning it's stress reactions. Rather than triggering anxiety engendering self-statements, these signals are to become *cues* for you to implement the coping self-statements you learned from this stress-innoculation procedure. Below are some more examples of self-statements you can use when dealing with a stressor.

STRESS INNOCULATION PROCEDURE

Four Stages of Dealing with a Stressor:

I. *Preparing for a stressor*

What is it you have to do?

You can develop a plan to deal with it.

Just think about what you can do about it. That's better than getting anxious.

No negative self-statements: just think rationally.

Don't worry: worry won't help anything.

Maybe what you think is anxiety is eagerness to confront the stressor.

II. *Confronting and handling a stressor*

Just "psych" yourself up--you can meet this challenge.

You can convince yourself to do it. You can reason your fear away.

One step at a time: you can handle the situation.

Don't think about fear; just think about what you have to do. Stay relevant.

This anxiety is what the manual said you would feel. It's a reminder to use your coping exercises.

This tenseness can be an ally; a cue to cope.

Relax; you're in control. Take a slow deep breath.

Ah, good.

III. *Coping with the feeling of being overwhelmed*

When fear comes, just pause.

Keep the focus on the present; what is it you have to do?

Label your fear from 0 to 10 and watch it change.

You should expect your fear to rise.

Don't try to eliminate fear totally; just keep it manageable.

IV. *Reinforcing self-statements*

It worked; you did it.

It wasn't as bad as you expected.

You made more out of your fear than it was worth.

It's getting better each time you use the procedures.

You can be pleased with the progress you're making.

You did it!

Remember, stress management is a skill that can be learned through daily practice. Before trying out this technique against an actual stressor, it would be helpful for you to practice it several times in your imagination. Pick a stressor over which you have little or no control (for example, a surprise evaluation visit by your supervisor) and imagine yourself in that very situation. Be as vivid as possible when you mentally rehearse. When you feel yourself becoming very anxious then practice implementing this self-instructional approach. Try to practice this skill for 15 minutes of every working day (a mental rehearsal) and gradually start applying it to real life situations. Keep in mind that the above example self-statements may be tailored to fit your particular stressor(s). Maybe there are some statements you can think of that will work better for you, feel perfectly free to improvise within the four stage framework.

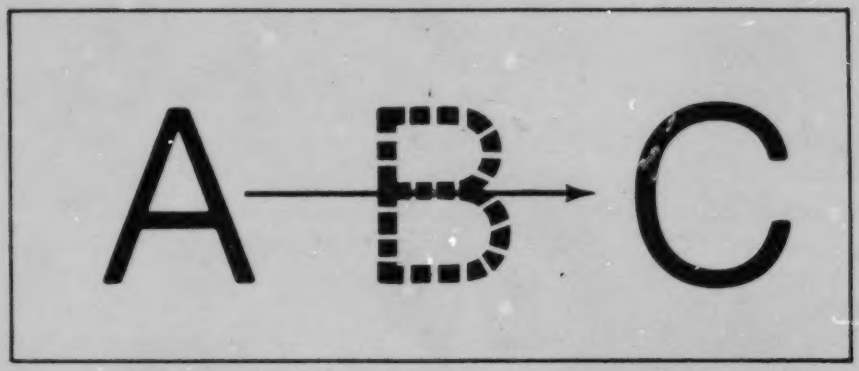
As you practice and rehearse the stress innoculation procedure, you will find yourself becoming more adept at creatively managing your response to uncontrollable stressors.

The Rational Approach to Stress Management

The rational approach to stress management is based upon the belief that stress is the result of illogical or false beliefs about ourselves, others, or the world. This theoretical approach is based upon the system of rational-emotive therapy as developed by Alber Ellis (1962, 1977) and it encompasses and expands upon the A-B-C theory of emotions as discussed in Unit I of this manual.

Within this framework, stress is not the result of any particular stressor, but results from our interpretation of the stressor. The interpretation or perception of the stressor is based upon some particular belief which we tenaciously cling to. These underlying beliefs may be conscious or semi-conscious, and they have a direct influence upon our interpretations of both internal and external events. In other words, our beliefs (collectively referred to as our belief system) act as a filter between a stressor and our perceptions of the stressor. For example, a teacher who believes that she should be able to perfectly control every student in her class (a perfectionistic belief), perceives herself to be a failure when a particular student misbehaves. The more rigidly this teacher holds to this belief, the more stressful she will perceive the situation to be. The student did not actually "cause" the stress in the teacher but rather the teacher's belief that she should be able to control all of the students all of the time is what triggered the stress response. In this example, stress was created by a belief in an unrealistic idea.

Let's briefly review the A-B-C's of this approach. "A" is the activating event (stressor) and "C" is the emotional consequence. People generally blame "A" for causing "C," but they fail to take into account "B," the individual's belief system. This can be illustrated in the following chart:



A - activating event (stressor)

B - belief about the event

C - consequences

The "B" in the above chart can usually be detected in an individual's self-talk (what the person tells himself/herself about the event). The "B" in the example of the above teacher would be what she told herself about the disruptive student (e.g., "he can't do this to me!"). Self-talk of this nature leads to high levels of stress; therefore, it must be detected and modified by the involved individual.

Ellis (1962) has described a number of *illogical beliefs* that are pertinent to creating and maintaining emotional stress. The following general beliefs can be discovered among people from all walks-of-life:

1. The belief that it is a dire necessity for an individual to be loved or approved by virtually every person in his/her community.
2. The belief that a person needs the approval of other people.
3. The belief that one should be thoroughly competent, adequate, and achieving in every possible respect if one is to consider oneself worthwhile.
4. The belief that certain individuals are bad, wicked, and villainous, and that they should be severely blamed and punsihed for their wickedness.
5. The belief that it is horrible, awful, and catastrophic when things are not the way one would very much like them to be.
6. The belief that human unhappiness is externally caused and that people have little or no ability to control their stress and unhappiness.
7. The belief that if something is or may be dangerous or fearsome, that one should be terribly concerned about it and should keep dwelling on the possibility of it occurring.

8. The belief that one should become quite upset over other people's problems and disturbances.

9. The belief that there is a right, precise, and perfect solution to human problems and that it is catastrophic if this perfect solution is not found.

The rational view for these nine illogical beliefs are as follows:

1. It would be more advisable and productive for individuals to concentrate on self-respect, or winning approval for practical purposes, and on loving instead of being loved.

2. Again, it would be more effective for individuals to concentrate on their own self-respect. It is desirable to have other's approval in many instances but it is totally unrealistic to "need" their approval.

3. It is better for individuals to strive to do well for their own sake rather than always trying to do better than someone else. It is better to enjoy the activity and to learn from it rather than engaging in it with the hopes that the results will be perfect.

4. Certain acts are socially inappropriate or downright anti-social, and those individuals who perform these acts are behaving out of ignorance or are just stupid. It is better to help them to change their misguided view of life or teach them the proper social behavior than to severely blame or punish them.

5. It is unfortunate that life's circumstances are often not as we would like them to be, and it would be advisable to change or control conditions so they become more satisfactory. If the changes or controls are not possible, it is better to temporarily accept their existence.

6. Human unhappiness is caused by the way in which we *perceive* and judge external conditions, not by the external conditions themselves. People make themselves unhappy by their illogical or irrational beliefs about external events.

7. It would be better for humans to face the dangerous situation or feared object or situation and render it non-dangerous. When this is not possible one should accept the inevitable situation and cope with it the best as possible.

8. It is much better to help another person deal with his problems. It serves no practical purposes to become upset yourself for these are not your problems and what good does becoming upset or disturbed do for the person with problems.

9. There is no such thing as only one right and perfect solution to any problem. There are any number of possible solutions, one may be better than another under given circumstances. It is better to try a number of possible solutions and see which one works best.

Several other irrational beliefs that are held specifically by teachers and educators can be noted:

1. The belief that the solution to human problems can be achieved without a commitment of time or uncomfortableness.
2. The belief that severe punishment makes sure that an undesired behavior is less likely to recur.
3. The belief that the right, precise, and perfect response to undesired behavior will produce immediate results.
4. The belief that talking and reasoning things out is always the best possible solution.
5. The belief that discipline can best be maintained by control, threat of punishment, and explicit rules.
6. The belief that an emotional response to undesirable behavior encourages listening and attention. In other words, it helps to become upset.
7. The belief that parents should not be expected to leave work to deal with nonproductive school behavior.
8. The belief that keeping a student after school punishes the teacher more than the student.
9. The belief that parents or teachers can *make* youngsters behave.
10. The belief that it is "terrible," "horrible," or "catastrophic" when students do not behave the way the teacher would like them to behave.
11. The belief that the past history is an all important determiner of present behavior, and that because something once strongly affected one's life, it should indefinitely have a similar, negative effect.

The Rational view for these eleven illogical beliefs associated with educators are as follows:

1. "I have tried everything" really means that I have tried these things that I wanted to work without personal suffering or commitment. There are no effective solutions without personal involvement and/or commitment.
2. Logical and natural consequences make it possible for children to learn. Punishment is more attractive--especially because it takes less time--but, in reality, it is actually much less effective.
3. The irony of seeking to be perfect is that it limits one's behavior to inconsequential righteousness.
4. Talking and reasoning things out are only two of many possible solutions. Oftentimes, active listening will produce more effective results than talking.

5. Discipline can be maintained by control, threat, and explicit rules, but involvement, respect, and encouragement will produce better long-term results.

6. Actually, upsetting yourself over another's behavior greatly decreases your personal effectiveness. Maintaining a rational attitude and staying "task-oriented" will be more productive and effective.

7. Calling parents in to help deal with non-productive behavior will prove to be a more effective approach than always trying to deal with the problems yourself.

8. It may be inconvenient for a teacher to keep a student after school, but viewing this as punsihment is the subjective perception of the teacher rather than an established fact.

9. No one can *make* an individual behave in a particular manner. Physical force may be utilized to shape a youngster's behavior, but it usually results in further rebellion and "acting-out." The utilization of personal involvement and encouragement will have more fruitful, long-term consequences.

10. It is unfortunate if students do not behave the way the teacher would like them to behave, and it may be advisable to change your strategy so that students behave more satisfactorily. If changes are not possible, it is better to temporarily accept the adverse conditions.

11. A teacher can learn from past experiences, while not being overly attached to or prejudiced by them.

Some additional "Irrational Self-Talk" that is common in our culture:

1. Since punishment discourages an undesired behavior, severe punishment makes sure that an undesired behavior is less likely to occur.

2. This territory was taken from us by force; therefore, we must try to get it back by force.

3. Emotions make you more human, and there is something noble, romantic and dramatic about reiterating man's past sufferings, and enhancing them through song and story.

4. The real me is the way I feel at any moment, and any effort on my part to change my thoughts and other aspects of behavior makes me untrue to myself.

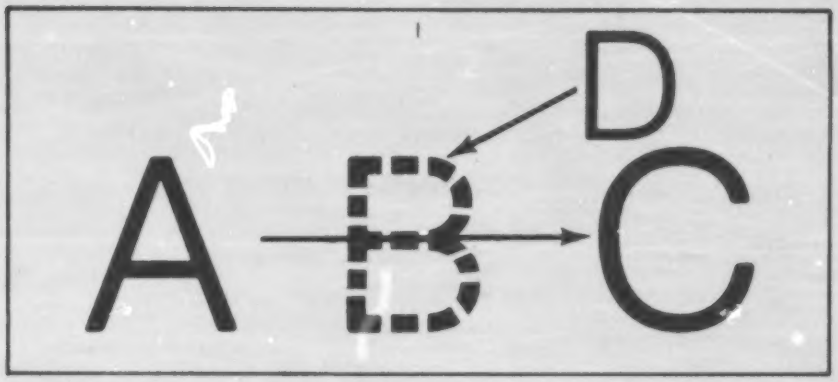
5. The idea of changing my behavior to meet the requirements of social living is an oppressive idea, and we should liberate our minds from such tyranny.

Dealing with Illogical Beliefs. The first step in the rational approach to stress management is to become aware of your own underlying illogical beliefs. You can usually detect the presence of these beliefs through monitoring the things you tell yourself about a given situation that is stressful to you. Keep in mind that according to this theory you can create your own stress through your unrealistic and irrational demands upon yourself, others, or the world. When you closely examine a stressor that you personally attribute to causing your stress, you will discover that you are making some type of demand upon the person or situation. Thoughts like, "he can't do this to me!" or "this car shouldn't be acting up again, I just had it tuned-up last week," both contain demands. This demandingness or commandingness is usually always present in irrational thinking, and inevitably leads to personal stress. An effective technique for uncovering your illogical self-talk is to closely listen to the things you tell yourself about stressors. To be more specific: listen for self-talk that contains any "*shoulds*," "*oughts*," or "*musts*." "He *should* not act that way," "she *ought* to be more thoughtful," "he *must* not disrupt class again," are all examples of this type of thinking.

After you have detected your irrational beliefs, the next step is to dispute your own logic. This is accomplished by actively questioning and challenging your self-talk through the use of "why" and "what" questions. For instance, "he can't do this to me!" can be actively disputed by asking yourself "why can't he do this to me? It certainly is disrespectful for him to act this way, but he is a human being who is free to act in any way he chooses." Another method of disputing is to utilize "scientific logic" like, "what evidence exists that he can't treat me this way? It certainly is unfortunate that he is acting so obnoxiously, but that doesn't make it horrible or unbearable." You will find that, as you challenge your irrational premises, you will begin to develop a much higher tolerance for frustration and stress.

In the A-B-C framework, the D (disputing) fits in as illustrated below:

below:



A - Activating Event (stressor)
B - Belief (self-talk)
C - Consequences (anger, fear, etc.)
D - Disputing (questioning)

Assertive Behavior and Stress Management. Managing stress effectively will require you to learn the skill of being assertive. Assertion is basic to one's personal mental health, as well as to forming good interpersonal relationships. The purpose of this section is to explain what assertive behavior is, and is not, and to describe several irrational beliefs associated with assertion and stress. It is particularly important that educators be able to act assertively in order to maximize their personal and professional effectiveness.

Many people feel threatened by the term assertion because they equate it with aggression. In fact, aggression often takes place because a person does not possess appropriate assertive skills. Another effect of not possessing appropriate assertive skills is often apathy and withdrawal. It is obvious that either alternative is undesirable. One of the basic goals of assertion training is to aid the individual to find the middle ground between these two extremes. Its primary value is to help individuals who feel insignificant or frustrated to overcome their feelings of powerlessness. Assertive responses promote openness, responsiveness, and more successful relationships, while at the same time, assuring more possibilities for fulfillment of personal needs and preserving feelings of self-respect and self-worth.

Another issue that causes confusion when discussing assertion is the area of personal rights and selfishness. Many people in our society feel guilty if they attend to personal needs, wants, and desires.

Many of us have been socialized to always put others first. The result for the individual is often personal frustration and/or resentment, and possible eventual destruction of the relationship it was intended to nurture. Assertiveness is not selfishness, but it does support the individual's recognition of self as an important living being. Before one can expect to nurture others, one must first understand, respect, and care for oneself.

Assertiveness training is based on the following assumptions:

1. Each human being is unique and valuable.
2. The most important person in your life is you--only if you care for yourself will you be able to be helpful to others.
3. Assertiveness requires getting in touch with yourself and learning to like and be comfortable with yourself. You must know and recognize your right to express:
   - likes and dislikes
   - needs and desires
   - wants and expectations
   - strengths and weaknesses
   - values.
4. Learning to express one's desires and values *without infringing upon the rights of others* or *interfering with others' safety or self-respect* is a basic step in learning to be assertive.
5. If we expect to have our own needs fulfilled in a relationship, we must be prepared to fulfill the needs of others. This can be done, however, without sacrificing our own needs and values in the process.

Examples of situations when assertive behavior is appropriately used are when meeting people and forming relationships, expressing annoyance to a friend or family member, or diffusing anger by discussion of issues with a fellow employee. Stating one's feelings and thoughts is effective in reducing interpersonal anxiety and enhancing self-respect and dignity. Being assertive also means expressing one's positive feelings of love and appreciation. Assertive behavior is no guarantee that all needs and desires will be met, but a satisfactory result is more likely than with a non-assertive or aggressive approach.

Behaving assertively is a choice one makes. At times a person may know what the appropriate assertive response to a situation is, yet consider the possible consequences of reaction to the response too

uncertain or risky. For example, if one anticipates an assertive response to a situation, it might result in loss of one's job, therefore, choosing to withhold the response may be in order. Such decisions are based on balancing the importance of keeping the job, as opposed to the degree of possible loss of self-respect. Also, loss of self-respect is lessened by the knowledge that one *did* have the power of choice and *deliberately* chose not to behave assertively. Another consideration in evaluation of such a decision is that appropriate assertive responses are usually received well and increase the respect and esteem of the other person rather than inciting his or her anger.

Assertive Behavior Defined

The Passive Person. There are varying degrees of being non-assertive. Stress, fear, guilt, or deficiencies in social skills most often cause the passive person to inhibit expression of emotions, both positive and negative. Simple acts, such as expressing affection to a spouse, returning a defective item, or expressing an opinion in a small group discussion, may engender so much anxiety that the person will not act at all. As a result, the passive person is often exploited by others, which in turn diminishes self-esteem. In addition to being damaging to mental health, physical well-being may be affected, and headaches, stomach problems, and fatigue may occur.

The Aggressive Person. Aggressive behavior, like passive behavior, is an inadequate response. Though this person sometimes appears to be confident and in control of situations, s/he often has a few friends, is very sensitive to criticism, and feels rejected much of the time. S/he often has an unhappy family life and may have difficulty holding a job.

Aggressive persons tend to fall into one of two general types. In one type the aggressive response occurs in almost every situation. In the second type, the person tends to suppress responding at all until an accumulation of non-assertive behaviors causes an outburst of anger, often hurting some unsuspecting and undeserving person.

Another less obvious way of being non-assertive is what is referred to as passive/aggressive behavior. In this situation, the

person appears to be pleased and happy with things as they are but will find underhanded, devious ways to get revenge or sabotage the situation.

It is obvious that either extreme, passivity or aggression, is undesirable. Both leave the individual frustrated and unfulfilled. Both result in very few meaningful interpersonal relationships. In both cases, the individual is anxious and upset much of the time.

If a person's behavior falls toward either end of the continuum, there is something that can be done to change this. Aggressive and passive behaviors have been *learned* as a response to situations in life because the person lacked the appropriate assertive social skills. If such responses are learned, they can be "unlearned" and replaced by more appropriate responses.

The Assertive Person. According to Jakubowski-Spector, assertive behavior is interpersonal behavior through which "a person stands up for his or her legitimate rights in such a way that the rights of another are not violated" (1973, p. 2). When an individual acts assertively, s/he states wants clearly and unambiguously but can also have empathy for others.

Stress, Assertion, and Irrational Beliefs

In many instances stress has a direct relationship to our lack of assertive behavior. In fact, for many educators, *being non-assertive* (e.g., like being afraid to say no) is a very powerful *stressor*. Lack of self-assertion is also related to a number of irrational beliefs. Below are seven stress-producing beliefs that are commonly associated with nonassertive behavior; included are some rational disputes you can use to challenge the beliefs that you may adhere to:

IRRATIONAL BELIEF #1

If I assert myself, others will get mad at me.

(Adapted from Jakubowski-Spector's, *An Introduction to Assertive Training Procedures for Women*, 1973.

RATIONAL DISPUTES TO #1

If I assert myself, the effects may be positive, neutral, or negative. However, since assertion involved legitimate rights, I feel that the odds are in my favor to have some positive results.

Possible applications of this are: If I assert myself people may or may not get mad at me/they may feel closer to me/like what I say or do/help me to solve the problem.

IRRATIONAL BELIEF #2

If I assert myself and people do become angry with me, I will be devastated; it will be awful.

RATIONAL DISPUTES TO #2

Even if others do become angry and unpleasant, I am capable of handling it without falling apart.

If I assert myself when it is appropriate, I don't have to feel responsible for the other person's anger. It may be his problem.

IRRATIONAL BELIEF #3

Although I prefer others to be straight forward with me, I'm afraid that if I am open with others and say "no," I will hurt them.

RATIONAL DISPUTES TO #3

If I am assertive, other people may not necessarily feel hurt. Most people are *not* more fragile than I am. If I prefer to be dealt with directly, quite likely others will too.

IRRATIONAL BELIEF #4

If my assertion hurts others, I am responsible for their feelings.

RATIONAL DISPUTES TO #4

Even if others do feel hurt by my assertive behavior, I can let them know I care for them while also being direct about what I need or want.

Although at times others will be taken by my assertive behavior, most people are *not* so vulnerable and fragile that they will be shattered by it.

IRRATIONAL BELIEF #5

It is wrong and selfish to turn down legitimate requests. Other people will think I'm terrible and won't like me.

RATIONAL DISPUTES TO #5

Even legitimate requests can be refused assertively.

It is acceptable to consider my own needs--sometimes before those of others.

I can't please all of the people all of the time.

IRRATIONAL BELIEF #6

At all costs, I must avoid making statements and asking questions that might make me look ignorant or stupid.

RATIONAL DISPUTES TO #6

It's all right to lack information or to make a mistake. It just shows I'm human.

IRRATIONAL BELIEF #7

Assertive women are cold and self-centered. If I'm assertive I'll be so unpleasant that people won't like me.

RATIONAL DISPUTES TO #7

Assertive women are direct, honest, and behave appropriately. They show genuine concern for other people's rights and feelings as well as their own. Their assertiveness enriches their relationships with others.

THREE IMPORTANT QUESTIONS TO ASK YOURSELF

Am I assuming that people will always react negatively to my assertion?

Am I focusing on the negative outcome of my assertiveness and not considering other options? That's irrational.

Do I think I can't handle the results of my assertive behavior if they are, in fact, negative? That's irrational.

The final and perhaps most important phase of the rational approach to stress management is *practice*. Your irrational beliefs and illogical self-talk is deeply ingrained due to years of crooked thinking. So in order to break this ineffective style of thinking, you will have to persistently challenge the things you say to yourself as soon as you realize you are stressed. This is hard work, but the reward is a greater feeling of self-control and a higher tolerance for stressful situations like the classroom.

To accompany your persistent self-confrontations, a homework assignment is recommended for you. By homework is meant a written exercise that you will carry out daily for at least a month. Your assignment is as follows:

1. Keep a small note pad close to you (pocket or purse).
2. Each time you experience any stress write in your note pad the nature of the situation (e.g., persons involved, place, and time.) Be specific.
3. At the end of each day, 15 minutes prior to bedtime, review the stressful situations.

4. Label each situation with a number from 1 to 100 on a stress scale: *1* indicates very little stress, *100* indicating extremely high.
5. Now recall the thoughts you were thinking during the stressful situation. What type of things were you saying to yourself that contributed to your stress? Write these thoughts down.
6. Now think of a more rational self-statement that could replace the rational one. Take this opportunity to challenge in writing the irrational beliefs underlying your stress.
7. Finally, after disputing the irrational self-statement, your stress level should have dropped. Re-rate your stress level from *1* to *100*.

You will notice a change in your response to stressors as you practice this rational approach daily. Through practice, you will begin to start challenging your stress producing self-talk, and replace it with a more rational approach to the problems of living. This will increase your stress tolerance and lead to a more rewarding personal and professional life.

TIME MANAGEMENT

Time as a Stressor

Educators, like many professional people, have difficulty budgeting their time wisely. Family, friends, students, colleagues, administrators, meetings, classes, and conferences all place demands upon the educator's time; therefore, the successful educator is one who has learned how to respond to time demands with careful forethought and planning. For many educators time is a major source of stress. Since time can be a stressor, it is important for you to deal with it directly. The remainder of this unit will cover different aspects of time management. More specifically, it will help you:

1. To identify and list the specific "time wasters" that intrude into your professional work and responsibilities.
2. To analyze systematically how you typically manage time in the context of your particular work situation.
3. To be able to plan for yourself in the use of time on a daily, weekly, and monthly basis.
4. To engage in a long range planning process by completing a three month "Time Action Plan."
5. To distinguish between internal and external time demands.

SUGGESTED FORMAT FOR HOMEWORK

DAY/TIME	STRESSOR	UNDERLYING IRRATIONAL BELIEF	DISPUTING IRRATIONAL BELIEF

Time is Life. It is irreplacable and irreversible. If you are wasting your time you are wasting your life. Most people recognize the fact that they waste time or procrastinate, yet they refuse to take any corrective action because they fail to realize the significance of their behavior. Their attitude may resemble a thought like, "Yea, I waste lots of time but so what?" or "I always feel pressured by time demands but I can't change that." People with that type of attitude are impervious to the fact that "to waste your time is to waste your life."

When you have no control over your time you have no control over your life. But when--through direct action--you gain control of your time, you will be gaining control of your life.

All time management problems are the result of either internal (an irrational belief system) or external (e.g., an unexpected phone call or visit) factors. Some aspects of your time management can be under your direct control (e.g., like scheduling appointments instead of having "drop-in" office hours) while other aspects are beyond your control (e.g., a surprise evaluation visit by the Principal in your classroom). Like other stressors mentioned earlier in this manual, time may be handled either *directly* through careful planning or, in situations beyond your control, by modifying what you say to yourself during the intrusive situation.

To reiterate, the most important principle of time management is: *to be in control of your time is to be in control of your life but to have no control over your time is to have no control over your life. Your time is your life!*

Before you begin learning how to analyze your time problems and then doing something about those problem areas, it might be beneficial to spend a few more minutes discussing time in general.

To make this subject of time more personal to you, we have compiled several statements, questions, and quotes. Read each statement, and on a separate piece of paper, write some type of response about what each statement means to you. If you are in a group, you can exchange your responses. Each of the five statements was selected to stimulate you to think and each approaches "time" from a different perspective.

1. Everyone--whether you are a bank president, auto mechanic, or educator--starts off each and every day with exactly the same amount of time to expend.

2. How much control do you have over your life?

3. How much control do you want to have over your life?

4. "Time is the scarcest resource and unless it is managed, nothing else can be managed." (Peter Drucker)

5. We have met the enemy . . . and he is us. (Pogo)

Once you have completed your response and/or group sharing, consider how much time you really have in the space of a day:

24 hours = 1440 minutes
8 hours for sleep
3 hours for meals and recreation
2 hours for the start and close of the day
2 hours for rest, reading, television
9 hours for work responsibility
24 hours

Remember, to save even one hour per working day adds up to 2 1/2 extra days a month. That's 2 1/2 extra *days* a month! Could you use that extra time? Think of how your personal life would be more stable and calm if you were "caught up" at work! Maybe you could even start taking those lunch hours you deserve! Maybe your spouse/friend could begin to see you more often, the way that he/she is entitled to!

There is absolutely nothing wrong with being protective of your own time. It's yours, and only *you* are ultimately responsible for it and for yourself. Being protective of your time is not the same as being rigid or robot-like. On the contrary, it's being smart and *open* to new *experiences* for which you have the *time* to enjoy.

The following are several laws and principles that many professionals feel are helpful to keep tacked up somewhere in their office or at least placed somewhere in the deep recesses of their minds. Consider for a few minutes Parkinson's Law, Murphy's Law, and the Ostrich Principle.

PARKINSON'S LAW

"Work expands to fill the time available."

MURPHY'S LAW

#1 "Nothing is as simple as it seems."

#2 "Everything takes longer than you think."

#3 "If anything can go wrong, it will."

Ostrich Principle

"Despite their apparent urgency, some problems (tasks) if left alone, will go away."

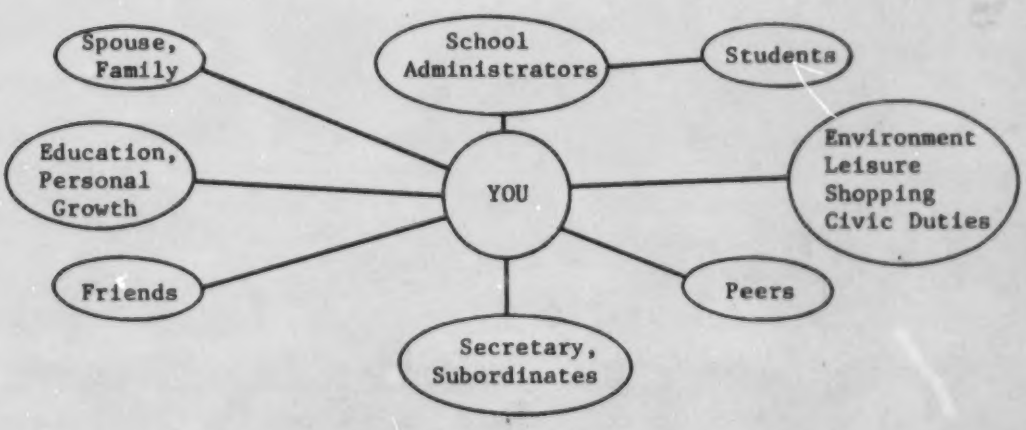
To summarize, a good time management system can be beneficial to you in the following ways:

* Helps select and set priorities
* Helps put an end to procrastination
* Helps improve concentration
* Helps deal with people more effectively
* Helps performance under pressure
* Helps increase income
* Helps one work smarter, not harder
* Helps achieve control of your time and life . . . thus greater personal freedom.

Putting Your Time and Life in Perspective

To gain a clear understanding of the role of time in your life, consider the following diagram. All of the circles which surround "you" make demands on your time. Some are reasonable and desirable and others are an intrusion.

Planning for Yourself



Questions to Consider that are Related to Time Management

1. Under Time Pressures, who or what usually gets put off? Is there a difference between quantity time and quality time?
2. If you could control your professional time more efficiently and effectively, are there any positive implications for your personal life?
3. Do you think, as a professional educator, that you will ever have *enough* time to do everything you want to do for your students or your administrators? What practical consequence does your answer have for *you* and your attitude toward time management?

CONTROL OF YOUR TIME AND LIFE BEGINS WITH PLANNING

Control begins with planning. Good planning entails bringing the future into the present so that you can do something about it now.

Making choices and planning are closely linked together and both often require hard work. Both involve careful thinking and decision making, and they also force you to recognize where your true priorities lie. Some helpful "rules of thumb" of the decision-making process are:

* To have the courage and confidence to delegate.
* To ask yourself if a decision is based only on habit.
* To ask yourself if a decision is based mostly on someone else's pressure.
* To weigh the facts *and* the impressions. Remember that they are different and be able to distinguish.
* To forget your pride: consult your peers and subordinates.
* To accept the responsibility of your decisions but do not agonize over them.
* To not expect to be perfect or as wise as Solomon.
* To remember that perfectionism leads to procrastination.

Decision making is an important aspect of gaining control of your time, yet many people have great difficulty deciding among several options. Deciding is often the source of inner conflict. The underlying problem of decision making is oftentimes a subtle philosophy of perfectionism--that there is one perfect decision to be made, and if I wait long enough I'll be able to make it. This perfectionistic belief usually leads to procrastination and intense anxiety about making decisions. A method for countering this belief will be covered a little later.

Your time use is the result of thousands of decisions, big and small, which are made every day. You are constantly deciding what to do and how to do it. There are several reasons why certain decision are made:

1. *"Clinging to the past"*: this involves making present decisions based upon an outdated role. Role adjustments are necessary whenever there is a major change in your life. You want to be sure you are making time choices that are right for your current rather than your past situation.

2. *Habit*
3. *Demands of others*
4. *Escapism*
5. *Spur of the Moment*
6. *Default*: this involves letting others decide for you.
7. *Conscious decision.*

For you, the educator, your time will be best managed when you utilize conscious decisions. To help you consciously decide, it is good to be able to distinguish between *efficiency* and *effectiveness*. Efficiency is one thing, while effectiveness is quite another matter, and a more important one. *Effectiveness* means selecting the best task to do, from all possibilities available, and then doing it the best way. Making the right choice about how you'll use your time is more important than doing efficiently whatever job happens to be around.

An effective method of planning (including long-range, middle-range, short-range plans) involves: (1) making a list; and (2) setting priorities. Whenever you make a list, finish the list by establishing priorities. The most effective planning approach is called the "ABC" Priority System (developed by Alan Lakein, 1973).

HOW TO USE THE "ABC" PRIORITY SYSTEM

I. Write an itemized list of all the things you would like to accomplish.

II. Write a capital *A* to the left of high priority items. Items marked *A* are items that are most important to you.

III. Write a capital *B* to the left of medium priority items.

IV. Write a capital *C* next to low value items.

You will make the most out of your time by doing *A*'s first and saving the *B*'s and *C*'s for later. Taking into account the time of day, urgency of the items, etc., you can break them down further so that *A* items become:

A - 1
A - 2
A - 3.

The importance of the ABC's depends upon your priorities; remember that *you* are the decision maker. The list and the activities are yours, so only you can decide what rates as an A, B, or C. There are three points to keep in mind as you develop your list: (1) the *A*'s will generally stand out clearly when contrasted to the lesser priorities of the *B*'s and *C*'s; (2) the ABC's may change from day to day; (3) the ABC's may also vary depending on how much time you have available to devote to a particular project.

Exercises: The Three Lifetime Questions

Learning to get control of your time is crucial to your personal effectiveness and success. Oftentimes, people waste time because they are not clear about their real goals in life. Because their goals are foggy, their use of time is usually unplanned and disorganized. In an effort to help you begin to manage your time more effectively, we will utilize three exercises to help you clarify your lifetime goals. This process will take us from the general (lifetime goals) to the specific (hourly use of time).

1: YOUR LIFETIME GOALS EXERCISE. This exercise will take about 20 minutes. On the top of the next page is written a question *"WHAT ARE MY LIFETIME GOALS?"* Take about three minutes to list all your goals. Make the list as inclusive as it can be; write down as much as you possibly can. Include personal, social, spiritual, career and financial goals. List whatever goals come to mind--"brainstorm."

Now take another three minutes to make any changes you may want to make. The idea of this time is for you to be satisfied with your goal statements at this general, brainstorming level.

WHAT ARE MY LIFETIME GOALS?

2: THE SECOND LIFETIME QUESTION. When you have listed your lifetime goals you may have listed items in general terms (e.g., happiness, peace of mind, etc.). To narrow down your goals a little more you can ask yourself a second question "*HOW WOULD I LIKE TO SPEND THE NEXT THREE YEARS?*"

On the next page, list your answers as quickly as they come to mind. Take about 2-3 minutes for this task.

Now take a couple of more minutes to include anything you may have missed the first time.

HOW WOULD I LIKE TO SPEND THE NEXT THREE YEARS?

3: THE THIRD LIFETIME QUESTION. For a different viewpoint, answer the question listed on the top of the next page--"*IF I KNEW I WOULD BE STRUCK DEAD BY LIGHTENING, SIX MONTHS FROM TODAY, HOW WOULD I LIVE UNTIL THEN?*" What would you like to accomplish in that short period of time? What would be most important to you?

This question is designed to help you see if there are things that are really important to you that you are not doing now. Take 2-3 minutes to list the important things you would like to do. Write quickly and don't get caught up in thinking about the questions.

To reemphasize the point behind these exercises: *if your life goals are unclear, you will probably not manage your time very effectively.* It is important for you to take whatever time is required to complete these exercises.

IF I KNEW NOW I WOULD BE STRUCK DEAD BY LIGHTENING,
SIX MONTHS FROM TODAY, HOW WOULD I LIVE UNTIL THEN?

Operationalizing Your Lifetime Goals

Now that you have listed your lifetime goals by answering the three lifetime questions, your next step is to prioritize the goals by using the "A-B-C system."

Go back to your list of lifetime goals and pick your *three* most important long-term goals. This is a good opportunity to label the goals A, B, or C; and, then to set priorities with the A goals by using A-1, A-2, A-3.

After you have selected the three most important goals, your next task is to identify all the necessary activities required to reach that goal. For example, if one of your goals was to obtain a Master's degree in secondary education, some of your activities may include applying to a graduate program, seeking information about graduate school, taking the graduate record exam (GRE), asking for a leave of absence. After you listed all the activities, go back through them and set priorities.

The following four pages are provided to assist you in listing your goals and activities.

MY THREE MOST IMPORTANT LONG-TERM GOALS ARE. . . .

*-1 _____

_____

*-2 _____

_____

*-3 _____

_____

ACTIVITIES LIST FOR LIFETIME GOAL *-1

(3 MINUTES)

GOAL: _____

_____

ACTIVITIES: _____

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ACTIVITIES LIST FOR LIFETIME GOAL #-2
(3 MINUTES)

GOAL: _____

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ACTIVITIES: _____

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ACTIVITIES LIST FOR LIFETIME GOAL #-3
(3 MINUTES)

GOAL: _____

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ACTIVITIES: _____

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Setting Priorities

Now that you have selected your three most important goals, and prioritized the activities required to reach those goals, you should have a clearer idea of what you want to do with your file. Are you managing your time in a manner that is conducive to reaching your goals? Or is your use of time counterproductive?

What can you do to move closer to your lifetime goals? Every new day provides you with fresh opportunities. Select at least one A-activity to work on right away and do it. You now have the beginning of an active program for reaching your long-term goals. Each day as you choose an A-activity, make it as realistic as possible. If it appears to be overwhelming, break it down into smaller segments, and work on the easiest section first.

As mentioned earlier, the lifetime goals section is fundamental to good time management. To summarize, the important points for you to remember are: (1) make a list of all possible long-term goals; (2) set priorities for now and identify A-goals; (3) list the required activities for A-goals; (4) set priorities and identify A-activities for now; (5) schedule the A-activities; (6) do them as scheduled.

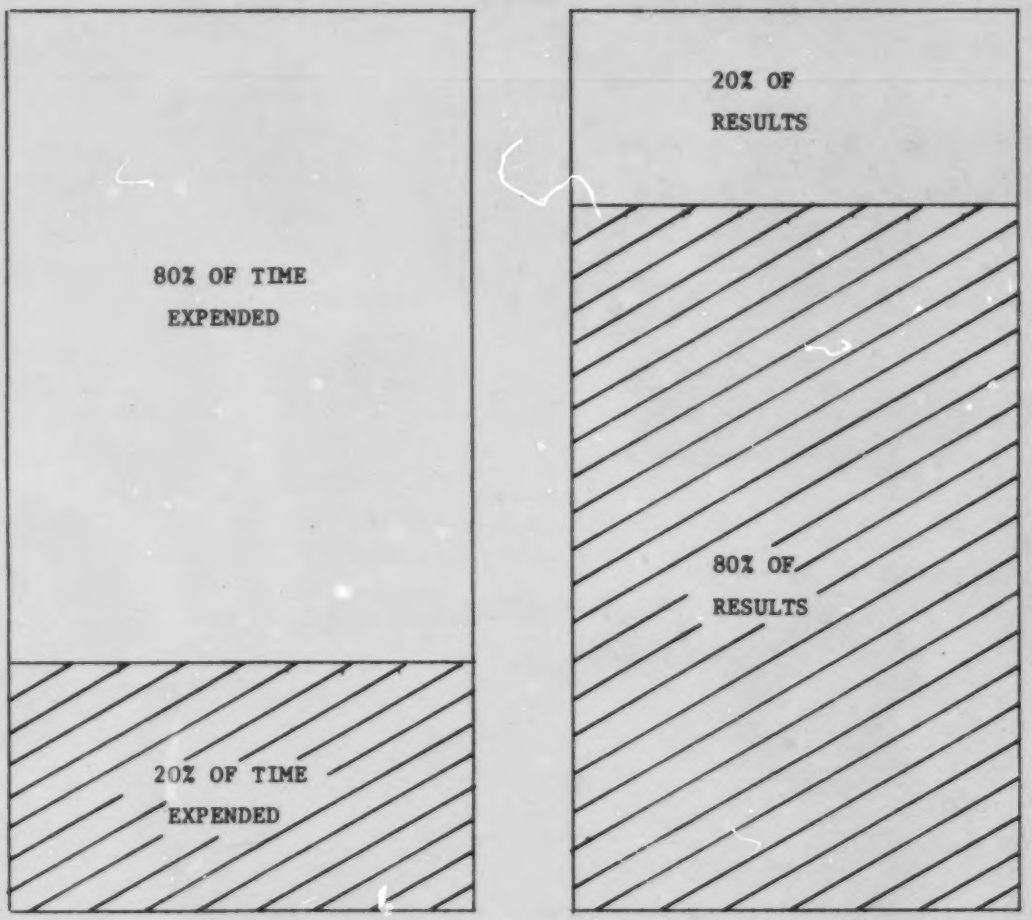
The 80/20 Rule

Alan Lakein (1973), a prominent time management consultant has developed what he calls the "80/20 rule." The 80/20 rule states that if all items are arranged in order of value, 80 percent of the value would come from only 20 percent of the items, while the remaining 20 percent of the value would come from 80 percent of the items. Sometimes its a little more, sometimes a little less, but about 80 percent of the time you will find the 80/20 rule correct.

The 80/20 rule suggests that in a list of 10 items, doing two of them will yield about 80 percent of the value. When you have a list, find the two most important items (A-1, A-2) and get them done. You can leave most of the other items undone, because the value you'll get from them will be significantly less than that of the two highest-value items.

The following two pages contain a chart describing the 80/20 principle and some examples of the principle's applications.

80-20 PRINCIPLE



9 HOUR DAY = 80% WASTED

7 HOURS, 12 MIN.

20% PRODUCTIVE

1 HOUR, 48 MIN.

80-20 Principle Examples*

80 PERCENT OF SALES COME FROM 20 PERCENT OF CUSTOMERS

80 PERCENT OF PRODUCTION IS IN 20 PERCENT OF THE PRODUCT LINE

80 PERCENT OF SICK LEAVE IS TAKEN BY 20 PERCENT OF EMPLOYEES

80 PERCENT OF FILE USAGE IS IN 20 PERCENT OF FILES

80 PERCENT OF DINNERS REPEAT 20 PERCENT OF RECIPES

80 PERCENT OF DIRT IS ON 20 PERCENT OF FLOOR AREAS THAT IS HIGHLY USED

80 PERCENT OF DOLLARS IS SPENT ON 20 PERCENT OF THE EXPENSIVE MEAT AND GROCERY ITEMS

80 PERCENT OF THE WASHING IS DONE ON THE 20 PERCENT OF THE WARDROBE THAT IS WELL-USED ITEMS

80 PERCENT OF TV TIME IS SPENT ON 20 PERCENT OF PROGRAMS MOST POPULAR WITH THE FAMILY

80 PERCENT OF READING TIME IS SPENT ON 20 PERCENT OF THE PAGES IN THE NEWSPAPER (FRONT PAGE, SPORT PAGE, EDITORIALS, COLUMNISTS, FEATURE PAGE)

80 PERCENT OF TELEPHONE CALLS COME FROM 20 PERCENT OF ALL CALLERS

80 PERCENT OF EATING OUT IS DONE AT 20 PERCENT OF FAVORITE RESTAURANTS

---

*Alan Lakein,

Time-Wasters

Everyone wastes time. A few minutes wasted is usually not too significant, but for many professional people a large portion of their working day is spent "spinning-their-wheels." This wasted time is usually accompanied by guilt and a general feeling of "I'm not getting anywhere." These feelings lead to an increased level of stress and ineffective work performance.

Below is a list of the top 15 time-wasters. As you read, see which ones you can strongly identify with.

TOP 15 TIME-WASTERS

Experience in 14 countries with managers at various levels in diverse organizations has led to a clear picture of time-wasters which afflict professionals universally. There are, of course, exceptions. Yet five time-wasters nearly always rank at or near the top of every group's list:

1. Telephone Interruptions
2. Drop-in Visitors
3. Meetings (both scheduled and unscheduled)
4. Crises
5. Lack of Objectives, Priorities and Deadlines.

These are closely followed by another group of five "time thieves":

6. Cluttered Desk and Personal Disorganization
7. Ineffective Delegation and Involvement in Routine Detail
8. Attempting too Much at Once and Unrealistic Time Estimates
9. Confused Responsibility and Authority
10. Inadequate, Inaccurate and Delayed Information.

Depending upon the group, particular leadership styles and organization characteristics, other time-wasters often include:

11. Indecision and Procrastination
12. Lack of or Unclear Communication and Instructions
13. Inability to say "No"
14. Lack of Controls, Standards and Progress Reports
15. Fatigue and Lack of Self-Discipline.

The next thing for you to examine is how *you* personally waste time. The next page, "Time Wasters," has 2 blank columns on it--list A and list B. Take about 10 minutes and complete list "A" with the people, events and "things" that cause you to have problems with time management. Be as free and open as you wish. Include any specific people or any events that consistently intrude into your life.

Now think of the time wasters that are internally caused, by you, and add them to list "B." Please take about 10 minutes to complete "List B." Some examples may be procrastination, blaming others, unable to say no, etc.

Alec Mackenzie, the author of *Time Trap*, reported on a similar exercise with 40 chief executives of electrical contracting companies similarly to what you were asked to do. They completed list "A" with little direction and list "B" from the point of view of what they were causing themselves. Mackenzie reports his List A and List B as follows:*

List A	List B
1. Incomplete information presented for solutions to problems	1. Attempting to much at once
2. Employees with problems	2. Unrealistic time estimates
3. Lack of delegation	3. Procrastinating
4. Telephone	4. Lack of organization
5. Route tasks	5. Failure to listen
6. Lunch	6. Doing it myself
7. Interruptions	7. Unable to say no
8. Meetings	8. Refusal to let others do the job
9. Lack of priorities	9. Delegating responsibility without authority
10. Management by crisis	10. Involving everyone
11. Personal attention to people	11. Bypassing the chain of command
12. Outside activities	12. Snap decisions
13. Poor communication	13. Blaming others
14. Mistakes	14. Personal and outside activities

*Alec Mackenzie, *The Time Trap*, McGraw-Hill Book Co., New York, 1972, p. 6.

TIME WASTERS

List A	List B

As you noticed from your list of time wasters and the above list, *List A* usually involves external factors while *List B* can be attributed to internal factors. For items on A you will have to deal directly with the situation when possible, and utilize your previously learned coping techniques when the situation is beyond your control. For the internal factors (list B), it will be necessary for you to examine your belief system as it relates to time management.

External Factors in Time Management

There are many things that you can do that will help you to directly gain control over your time. These are the practical applications of time management and they will enable you to deal directly with your environment. These ideas will assist you in reorganizing yourself so that you can take control of the way you spend your time. You will learn to avoid using $20.00 worth of energy on a 20-cent problem. These time-management ideas are grouped together under six areas:

USING THE TELEPHONE

* Use it whenever possible: it is the greatest time saver.
* A conference call can bring many people together and save hundreds (thousands) of miles of travel time. Check its availability before taking that long distance trip.
* The telephone saves many useless trips.
* It is better than a letter because it is quicker and allows a dialogue or discussion.
* The telephone can also be a bothersome time waster.
* Force yourself to say "no," "I can't," "I won't," or "That's not my responsibility."
* Force yourself not to feel guilty.
* Train your secretary/receptionist to take a message so you know why you must call someone back.
* Be clear to your secretary/receptionist what is an emergency for which you can be interrupted. Stick to those directions and do not reinforce unessential interruptions.
* Plan all your call-backs for a specific time in your day.

MANAGING VISITORS

* Remember the 80-20 rule: only about 20 percent of your unplanned visitors are essential to your work and your responsibilities.
* Remember you are a "social being" and possess a natural tendency to socialize with your fellow humans.
* Set specified "office hours" for unexpected visitors.
* If possible, go *to* someone's office (desk) rather than have them come to you.
* Respond to unexpected visitors standing up. End the conversation by walking away to the water fountain, coffee machine, restroom, etc.
* Announce to the visitor how much time you have to spend with him/her. Stick to those time limits!
* Force yourself to say "no," "I can't," "I'm busy," or "I'll talk to you later."
* Meet regularly with supervisors and subordinates to minimize "drop-in" visits from them.
* Close your door.

ATTENDING MEETINGS

* Try to avoid them if at all possible by exploring alternative strategies (conference call, individual decision making, sending a representative).
* Attend only for the time during which you are needed.
* Schedule the meeting before a natural break time (before lunch, before the end of the day).
* Convince yourself verbally it is important before calling a meeting. Listen to yourself.
* Prepare and distribute an agenda before the meeting. Demand to receive an agenda to any meeting you attend.
* Place absolute time limits in the meeting and on each agenda item. Force yourself to say "we have to move on. . . ."
* Start on time and stick to it.
* Control mercilessly any interruptions and any non-agenda discussions.
* End exactly on time after giving appropriate warning.
* Keep concise notes and prepare the minutes within 24 hours.

ORGANIZING YOUR DESK

* Accept the fact that a cluttered desk *is* a sign of a cluttered day and time-wasteful person. You still may be very nice, but you are not in control of your life.
* Work on one project at a time. Clear your desk of everything else.
* Only place on your desk what you are working on. Place in a file or a box, everything else.
* Finish a project before moving on to more interesting ones.
* Establish a "3-pile system": A = urgent, B = important, C = non-essential. Work on "A" first, "B" if you have time, and forget about "C."

PAPERWORK

* Memorize Alan Lakein's rule: "Handle each piece of paper only once." Take that literally and do not open your mail until you have planned to answer it.
* If you cannot follow Lakein's first rule, try his second: "Every time you pick up a piece of paper, do something to move ahead the project it represents."
* Do not be a perfectionist. Accept first drafts of letters, reports whenever possible.

PROTECTED TIME

* Close your door and do not feel guilty about it.
* Being available is not the same as being effective. In fact, sometimes it's just the opposite.
* A professional needs to work for long periods of time without interruptions.
* Create your own place and time where you can go and work without interference.
* If you plan a home visit, a supervisory conference, or a dentist's appointment, then you can plan "protected time." It takes no more planning or energy than the others.
* No one will"give" you "protected time," you must seize it for yourself.

To summarize this section on external factors of time management, it would be helpful for you to remember to:

1. Record everything you do, to the minute.
2. Analyze your time and eliminate unnecessary activities.

3. Set priorities.
4. Delegate responsibility.
5. Arrange for discretionary or creative time you can call your own.
6. Avoid excessive management of the past.
7. Schedule and organize meetings for maximum efficiency.
8. Review your working habits at least once a month to be sure you aren't drifting back into time-wasting trivia.
9. Shoot for quick resolutions to problems.
10. Try to complete each task you start without having to come back over it a second time.
11. *Plan* when you're feeling harried or overwhelmed.
12. Keep yourself *involved* in a project even though some instant tasks lead to a dead end.
13. *Do something every day* on your lifetime goals.
14. Resist doing a very easy--but unimportant--task that is right in front of you.

Internal Factors in Time Management

The internal factors that interfere with effective time management are directly related to your *belief system* (this concept was described earlier in this manual). If some of your beliefs are unrealistic, demanding, irrational, or fearful, these will inhibit an effective and well-planned approach to both your personal and professional life. These beliefs can be discovered in your self-statements and they will be characterized by "should," "ought," and "must." When you find yourself wasting time, "tune in" to your internal dialogue and listen to what you are telling yourself about the task. This will give you a clue as to why you are wasting time.

Most items chosen by educators to describe their time wasters can be broken down into four categories. We will deal with each category individually, and then describe the appropriate cognitive restructuring technique for dealing with it. These categories are the major sources of internal time mismanagement.

1. *Inattention*

In this category would fall items such as inattention to details, failure to listen, and daydreaming. The most effective method of handling your inattentiveness is to utilize the *self-instructional* (stress innoculation) approach covered earlier. This method utilizes your own self-statements to internally instruct yourself to attend more closely to your environment. For example, if you catch yourself daydreaming, you can immediately instruct yourself to "listen to what she is saying."

2. *Lack of Assertion*

Being afraid to say no or speak up for your rights would fit in here. The method of choice to handle this is the *rational approach* described earlier in the section on Stress and Your Mind.

3. *Blaming Others*

This category would include blaming co-workers for your waste of time or being angry with others because they pass their work off on you. The rational approach and/or stress innoculation (both described earlier) are both effective techniques for dealing with blame. *Listen to your self-statements*, and if they contain any intense demands ("he '*should*' not do this to me") then dispute these demands with a more rational self-statement ("its unfortunate that he is giving me all this extra work but not really horrible or catastrophic").

4. *Procrastination**

"Putting off until tomorrow what you could do today" is the type of item in this category. The three main causes of procrastination are (1) self-condemnation (which usually perpetuates the procrastination); (2) perfectionism; (3) laziness. These causes can be readily detected in your own self-talk. Once again, listen to yourself and you will discover your own causes for procrastinating. These causes are always based upon some irrational beliefs

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*Some of the material on procrastination was adapted from: *Overcoming Procrastination*, A. Ellis and W. Knaus, New York: Signet, 1977.

which you will have to detect, dispute, and relinquish. The rational approach is the method of choice when dealing with procrastination. To refresh your memory, this approach works as follows: (1) identify the activating event [A] about which you procrastinate; (2) identify the emotional consequence [C] you experience while procrastinating; (3) identify your accompanying beliefs [B] and self-statements; (4) finally, you can objectively view your problem and dispute [D] your irrational beliefs.

Some common irrational beliefs associated with procrastination and a rational dispute are now given as examples.

Procrastinating Belief #1. "I find it easier to grade papers when I have to do it under pressure. So I'll postpone it until the pressure intensifies and then I can do it with ease."

Rational Dispute #1. Grading papers may seem easier when you have to do it under pressure, but usually you will find it more difficult under those conditions. For you then have to rush to complete it, cannot assemble all the relevant materials to help you do it well, have little time to look it over and review it, and often have to polish it off in a relatively unfinished, glossed-over manner. The "pressure" moreover, doesn't make you finish the task in the final analysis--*you* still do. You tell yourself, when you feel this pressure, "I really *have to* finish the task now." But you could tell yourself, long before such pressure mounts, "I'd really better finish the task now," and get just as good results. You *define* the conditions of doing the job as necessitating pressure. You really could do it under lots of other conditions--if you chose to do so.

Procrastinating Belief #2. "I don't know how to do this job properly. I'll wait until I know how before I start it."

Rational Dispute #2. Baloney! If you do know how to do the job--which you probably do--you have no legitimate reason for waiting. If you don't know how to do it properly, get moving and find out how! Even if you don't know how to do it at all, you

probably will learn much better by starting to do it than by sitting around and wasting time. Doing nothing will only lead to self-condemnation and further procrastination.

Procrastinating Belief #3. "I hesitate to do this thing because I really don't want to do it."

Rational Dispute #3. More Baloney! Your wanting to do the thing or not, once you have promised yourself and others to do it, has little relevancy. The less you want to do it, the quicker you'd better do it, as long as you have promised it. Then at least you'll have it out of the way! You probably mean by, "I really don't want to do it," "I shouldn't *have* to do it." Well, you don't really have to do it, in any absolute sense of that term. But since you contracted to do it, and presumably did so for your own good, you had better stop the nonsense and just do it. And it would seem nice if you really didn't have to do it at all and still could have the good results of doing it. But how likely does that seem? Highly unlikely! So you'd better do it, whether or not you really "want" to.

Procrastinating Belief #4. "I would have gotten around to doing this sooner, but circumstances beyond my control prevented me from doing so."

Rational Dispute #4. They did? More likely than not, *you* prevented yourself from doing so--perhaps even dreamed up or exacerbated certain circumstances that you could then claim prevented you. Moreover, the more you procrastinate the more conditions likely will arise to interfere with your doing something. If you want to control or get around such interfering circumstances, do your tasks as quickly as possible.

Procrastinating Belief #5. "I've worked at this project for such a long time that I've lost all desire to do it."

Rational Dispute #5. Quite right! Had you gotten to the project promptly and finished it, your desire to work at it

probably would have persisted long enough. But because you kept putting it off and doing it in dribs and drabs, you have lost most of your interest in it. Besides, when you say you've lost your original desire to do it, you really may mean, "Because I view the project as so hard and keep delaying it--thus making it still *harder*--I *therefore* have lost most of my original desire to do it." If you stop the nonsense, get down to finishing the project quickly, and know that you will complete it in a reasonable period of time, your original zest may return!

Procrastinating Belief #6. "The world won't come to an end if I put this project off, so it really doesn't matter if I delay it."

Rational Dispute #6. That's correct. The world probably won't come to an end if you put this project off, but that doesn't mean it doesn't matter if you do. Just because something doesn't rate as *all-important* doesn't mean that it has *no importance at all*. This project probably does have some real, though not sacred, importance to you and your associates. Do it for its importance, its value, then, and not for its all-importance or holiness. Don't go from one foolish extreme to the other!

Procrastinating Belief #7. "Ill find this project easier to do when I feel in the mood. So I'll wait for that time, and do it then."

Rational Dispute #7. There is a slight chance that a time will come when you'll feel in the mood to do this project, and that you'll then find it easier to do. Possible, but highly unlikely! The chances remain that (1) that time may never come; (2) it may come only after the usefulness of doing the project has passed; (3) even if it comes in a reasonable period of time, the advantages accrued from waiting hardly will equal the advantages or ease you will get from doing it now; (4) if you work on the project now, when it doesn't seem so easy, you will overcome your inertia and it *then* will prove much easier than if you wait for ease to come naturally.

This list of example procrastinating beliefs and their disputes could go on endlessly. Procrastination was covered more thoroughly than the other three categories because it is the most often cited time waster for educators. To reiterate the rational approach, *listen* to your self-statements, *dispute* their rationalizing premises, and *talk sense to yourself*. The habit of procrastination and/or procrastinating belief system can be overcome, but it will take persistent and hard work. You will have to continually be aware of what you are telling yourself that contributes to your procrastinating and persistently dispute and challenge that procrastinating self-talk.

Some Practical Methods of Effective Time Management

The "To Do List." A very effective method to help you organize and manage your time is called a "To Do List." This list is a fundamental time planning tool and you will find it quite simple to implement. You need a clear piece of paper with *Things to Do* written on the top (an example is illustrated on the following page). Next, you list those items on which you want to work and cross off items as they are completed. You also can add other items as they occur to you. The basic principles of using the "To Do List" are as follows:

TO DO LIST

1. *Make* a "To Do List" every day.
2. *Use* a "To Do List" every single day.
3. Keep list visible.
4. Use it as a guide to action.
5. Re-write the list at the end of the day.
6. Keep one *Master* "To Do List" rather than several miscellaneous scraps of paper.
7. You may want to keep your list in your appointment book.
8. Do not put routine items on the list.
9. Be sure to include the high priorities things--*A* activities--for your long-term goals on your "To Do List."
10. Before taking action, look over the list and determine how many tasks can be delegated.

11. Determine the things on your "To Do List" that can be accomplished in one day's time . . . set priorities (A-1, A-2, B, C).

12. Do not worry about completing your list daily . . . it's making the best use of time that counts.

13. Do not get hung up on one particular *A*-priority task.

Ask Lakein's Question. Another practical method of time management is to question yourself periodically about how you are using your time. Lakein's (1973) question is "*What is the best use of my time right now?*" The principles of Lakein's quesion are:

1. Ask this question whenever you're not positive whether you're using your time to best advantage.

2. Make this question second nature.

3. Almost always, the first spontaneous answer is the best--accept it.

Remember, your time is your life and you want to live your life as effectively as possible. Even when you're working on *A*-type priorities the 80/20 rule is good to remember. Here, the 80/20 principle is:

* 80% of the value is often gained during the first 20% of your work time on a particular task.

The Swiss Cheese Method. Sometimes you may find that a task or project you designate as an *A-1* priority is either overwhelming or unpleasant. Lakein has developed a method for dealing with "overwhelming A's" and "unpleasant A's" called the *Swiss Cheese Method.* An "unpleasant A" is a task that is noxious to you but nevertheless a high priority (A-1) while an "overwhelming A" is high priority but also very complex. These tasks, although important to you, tend to be put off (procrastination) because of their aversive nature. The Swiss Cheese method breaks these complex and unpleasant tasks down into bits and pieces. The underlying assumption of this approach is that it is indeed possible to start something in five minutes or less. And once you've started, you've given yourself the opportunity to keep going. Thus the "overwhelming A" is broken down into any number of what Lakein calls "instant tasks." This method helps you to reconstrue what was once overwhelming as manageable. So when you are haunted by an "overwhelming A," and you have five minutes to spare, use your time wisely by working on an

THINGS TO DO:

DATE: ____/____/____
DAY MONTH

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

"instant task." Some principles to remember concerning the Swiss Cheese Method are:

1. To overcome an overwhelming A-1 goal or activity, identify A-1 tasks.
2. Poke holes in the overwhelming A-1 (Swiss cheese).
3. These holes are called "instant tasks."
4. Instant tasks required 5 minutes or less.
   - Make a list of instant tasks.
   - Set priorities.

HOW TO SAVE TIME (BY ALAN LAKEIN)

General Tips

1. I count all time as "On-Time" and try to get satisfaction (not necessarily accomplishment) out of every minute.
2. I try to enjoy whatever I am doing.
3. I'm a perennial optimist.
4. I build on successes.
5. I don't waste time regretting my failures.
6. I don't waste my time feeling guilty about what I don't do.
7. I remind myself: "There is always enough time for the important things." If it's important, I'll make the time to do it.
8. I try to find a new technique each day that I can use to help gain time.
9. I get up at 5 a.m. during the week (and go to bed early).
10. I have a light lunch so I don't get sleepy in the afternoon.
11. I don't read newspapers or magazines (except occasionally). I do glance at the headlines at the newsstands to keep up on the world.
12. I skim books quickly looking for ideas.
13. I don't own a television set. (My family and I went to a motel to watch the moon walks and we rented a set for the political conventions.)
14. I have my office close enough to my home to be able to walk to work. But when I'm lazy or in a hurry I drive.
15. I examine old habits for possible elimination or streamlining.
16. I've given up forever all "waiting time." If I have to wait I consider it a "gift of time" to relax, plan or do something I would not otherwise have done.

17. I keep my watch 3 minutes fast, to get a head start on the day.

18. I carry blank 3/5 cards in my pocket to jot down notes and ideas.

19. I revise my lifetime goals list once a month.

20. I review my lifetime goals list every day and identify activities to do each day to further my goals.

21. I put signs in my office reminding me of my goals.

22. I keep my long-term goals in mind even while doing the smallest task.

23. I always plan first thing in the morning and set priorities for the day.

24. I keep a list of specific items to be done each day, arrange them in priority order, and then do my best to get the important ones done as soon as possible.

25. I schedule my time months in advance in such a way that each month offers variety and balance as well as "open time" reserved for "hot" projects.

26. I give myself time off and special rewards when I've done the important things.

27. I do first things first.

28. I work smarter rather than harder.

29. I try to do only A's, never B's and C's.

30. I have confidence in my judgment of priorities and stick to them in spite of difficulties.

31. I ask myself, "Would anything terrible happen if I didn't do this priority item?" If the answer is no, I don't do it.

32. If I seem to procrastinate I ask myself: "What am I avoiding?--and then I try to confront that thing head-on.

33. I always use the 80/20 rule.

34. I start with the most profitable parts of large projects and often find it is not necessary to do the rest.

35. I cut off non-productive activities as quickly as possible.

36. I give myself enough time to concentrate on high priority items.

37. I have developed the ability to concentrate well for long stretches of time (sometimes with the aid of coffee).

38. I concentrate on one thing at a time.

39. I focus my efforts on items that will have the best long-term benefits.

40. I keep pushing and am persistent when I sense I have a winner.

41. I have trained myself to go down my "To Do List" without skipping over the difficult items.

42. I do much of my thinking on paper.

43. I work alone creatively in the morning and use the afternoons for meetings, if necessary.

44. I set deadlines for myself and others.

45. I try to listen actively in every discussion.

46. I try not to waste other people's time (unless it's something that really matters to me).

47. I delegate everything I possibly can to others.

48. I make use of specialists to help me with special problems.

49. I have someone screen my mail and phone calls and handle all routine matters.

50. I generate as little paperwork as possible and throw away anything I possibly can.

51. I handle each piece of paper only once.

52. I write replies to most letters right on the piece of paper.

53. I keep my desk top cleared for action, and put the most important thing in the center of my desk.

54. I have a place for everything (so I waste as little time as possible looking for things).

55. I save up all trivia for a three-hour session once a month.

56. I try not to think of work on weekends.

57. I relax and "do nothing" rather frequently.

58. I recognize that inevitably some of my time will be spent on activities outside my control and don't fret about it.

59. I keep small talk to a minimum during work hours.

60. I look for action steps to be taken now to further my goals.

61. I'm continually asking myself: "What is the best use of my time right now?"

FURTHER READINGS ON TIME MANAGEMENT

1. Bliss, Edwin C., *Getting Things Done*, Bantam Books, 1976, p. 197.
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4. Engstrom, Ted W., and Mackenzie, R. A., *Managing Your Time*, Zondervan Publishing House, Grand Rapids, Michigan, 1967, p. 207.
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APPENDICES

Four appendices are included for those who need some structured assistance to plan their time. Several worksheets and examples are included for your convenience. The appendices include:

Appendix A: *Time Analysis Worksheet*. This can be completed like a checklist. It allows you to see how you are presently using your time.

Appendix B: *Daily Time Log*. An example is completed for your convenience. Note the following points in reference to the development of a daily time log:

1. The results (or objectives) to be achieved should be specific to a particular day and should be achieveable within that day's time frame. It is important to remember that these results (objectives) need not be complete sentences. Phrases or parts of sentences will be sufficient. The point is that the results should be brief notes to *yourself* of realistic and attainable objectives for a particular day in your life.
2. Be as realistic as possible. You know yourself better than anyone else in the whole world. This is your Daily Time Log so make it meaningful for yourself. Avoid the temptation of "over-planning" so that your Day looks filled with activity. Any truly successful time manager plans some "open" time every Day because of the many unexpected contingencies that arise.
3. Even though they may feel awkward and unnecessary, use the "Priority" and "Source of Activity" criteria as listed on the bottom of the form. They are helpful "internal" messages to you that should facilitate your decision making if any changes need to be made in your plan.

It may be useful to remember as you plan your daily time log: Parkinson's Law, Murphy's Law and the Ostrich Principle which we discussed earlier. Refer back to them if you think they are helpful. Furthermore, it may be useful to recall the 80/20 Rule.

Appendix C: *Weekly Task Plan*. This worksheet is self-explanatory and a completed example is included for your convenience.

Appendix D: *Time Action Plan*. This worksheet is self-explanatory and a completed example is included for your convenience.

APPENDIX A: TIME ANALYSIS WORKSHEET

Date:						Day of Week:									
	Telephone	Meetings	Clients-Office	Clients-Field	Reports/ Paperwork	Correspondence	Coffee Breaks	Personal Activity	Planning	Travel	Waiting			Planned Time (✓)
8:00														
8:15														
8:30														
8:45														
9:00														
9:15														
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4:30														

APPENDIX B: DAILY TIME LOG

Name _____ Date _____

Results to be accomplished this Day:

1. _____ 3. _____

2. _____ 4. _____

Time	Activity	Priority	Source of Activity
8:00			
8:30			
9:00			
9:30			
10:00			
10:30			
11:00			
11:30			
12:00			
12:30			
1:00			
1:30			
2:00			
2:30			
3:00			
3:30			
4:00			
4:30			

Priority: 1 = important and urgent
2 = important, not urgent
3 = urgent, not important
4 = routine only

Source of Activity: 1 = self;
2 = agency; 3 = supervisor;
4 = client; 5 = other worker;
6 = community; 7 = discretionary

DAILY TIME LOG

Name John Doe Date Jan. 15

Results to be accomplished this Day:

1. Answer mail in my "A" Box
2. Meet with M. Kelly
3. Protected Time for Research
4. Appointments with Dentist and Doctor

Time	Activity	Priority	Source of Activity
8:00	Prepare for class	1	2 & 4
8:30	Teach Social Policy Class	1	2 & 4
9:00	" "	1	2 & 4
9:30	" "	1	2 & 4
10:00	Travel back to office	1	7
10:30	Answer mail in "A" Box	2	1
11:00	" "	2	1
11:30	" "	2	1
12:00	Lunch Meeting	3	1 & 5
12:30	" "	3	1 & 5
1:00	Library	2	1
1:30	" "	2	1
2:00	" "	2	1
2:30	" "	2	1
3:00	Telephone for appointments	1	1
3:30	Educational Policy Committee	2	2
4:00	" "	2	2
4:30	" "	2	2

Priority: 1 = important and urgent
2 = important, not urgent
3 = urgent, not important
4 = routine only

Source of Activity: 1 = self;
2 = agency; 3 = supervisor;
4 = client; 5 = other worker;
6 = community; 7 = discretionary

APPENDIX C: WEEKLY TASK PLAN

Week of: _____

Tasks to be completed this week	Tasks completed by MONDAY
	Tasks completed by TUESDAY
	Tasks completed by WEDNESDAY
	Tasks completed by THURSDAY
	Tasks completed by FRIDAY

WEEKLY TASK PLAN

Week of: January 28

Tasks to be completed this week	Tasks completed by MONDAY
1. Memo to the Junior and Senior class 2. Write up minutes from the faculty meeting	1
	Tasks completed by TUESDAY
3. Write up 5 page project summary on educational innovations for HEW 4. Clear up all mail in "A" box	7
	Tasks completed by WEDNESDAY
5. Make a dent in the mail in "B" box 6. Lunch with my wife 7. Prepare Exam for class	2, 3, 4, & 6
	Tasks completed by THURSDAY
8. Dentist appointment	5 & 8
	Tasks completed by FRIDAY
	None - in Kansas City all Day

APPENDIX D: TIME ACTION PLAN

Name _____ Date _____

Problems	Goals
The problems I encounter with time can be summarized as follows: 1. 2. 3.	I would like to respond to these problems in the following ways: 1. 2. 3.

+ Activities	- Activities
I will have to *increase* the following activities in order to reach these goal : 1. 2. 3.	I will have to *decrease* the following activities in order to reach these goals: 1. 2. 3.

TIME ACTION PLAN

Name John Doe Date Jan. 15, 1980

Problems	Goals
The problems I encounter with time can be summarized as follows: 1. My mail is rarely answered on time. 2. Too many unscheduled visitors 3. I attend too many meetings	I would like to respond to these problems in the following ways: 1. Develop an A-B-C Box System 2. Set definite office hours. 3. Attend less meetings

+ Activities	- Activities
I will have to *increase* the following activities in order to reach these goals: 1. Using religiously my new A-B-C boxes 2. Closing my office door 3. Keeping to my *Daily Task Plan* so I won't look for things to do.	I will have to *decrease* the following activities in order to reach these goals: 1. Opening the mail at a time when I cannot answer it. 2. Saying "OK" when someone asks "can I see you for a minute?" 3. Saying "yes" to all meetings I am invited to.

Achievement Measures	Time Frame	Support Systems
I can be certain I have achieved my goals when: 1.	My time frame for each goal is: 1. Begin: _____ Check: _____ End: _____	I will involve the following persons as support systems in the completion of this time plan. 1.
2.	2. Begin: _____ Check: _____ End: _____	2.
3.	3. Begin: _____ Check: _____ End: _____	3.

Achievement Measures	Time Frame	Support Systems
I can be certain I have achieved my goals when: 1. My A Box is emptied once a week.	My time frame for each goal is: 1. Begin: Jan. 15 Check: Feb. 15 End: April 15	I will involve the following persons as support systems in the completion of this time plan. 1. My secretary
2. My office hour appointment sheet is filled.	2. Begin: Jan. 15 Check: Jan. 30 End: Feb. 28	2. My secretary
3. I consciously attend one less meeting a week.	3. Begin: Jan. 15 Check: March 1 End: March 30	3. My supervisor

GENERAL REFERENCES

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